
GCSE GEOGRAPHY

PAPER 3 GEOGRAPHICAL APPLICATIONS

Mark scheme

8035/3

V1.0

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, grammar and use of specialist terminology (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated 9 mark questions. In each of these questions, three marks are allocated for SPaG as follows:

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

Qu	Part	Marking guidance	Total marks															
01	1	Bar accurate (line touches the appropriate horizontal line and does not touch horizontal line either side). AO4 – 1 mark	1															
01	2	Any appropriate reason (not just ‘poverty’) Ideas might include observations about: <ul style="list-style-type: none"> • poor healthcare • poor diet • lack of education • poor housing • poor facilities (clean water/sanitation/energy). AO2 – 1 mark	1															
01	3	Answer D : The poorest countries have the highest rates of infant mortality AO4 – 1 mark	1															
01	4	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3 (Detailed)</td> <td>5-6</td> <td>AO3 – Through detailed analysis observes links between the data and levels of development. AO3 – Demonstrates detailed evaluation of the usefulness of the data in comparing levels of development.</td> </tr> <tr> <td>2 (Clear)</td> <td>3-4</td> <td>AO3 – Through sound analysis observes links between the data and levels of development. AO3 – Offers some evaluation of the usefulness of the data in comparing levels of development.</td> </tr> <tr> <td>1 (Basic)</td> <td>1-2</td> <td>AO3 – Through basic analysis observes links between the data and levels of development. AO3 – Offers basic evaluation of the usefulness of the data in comparing levels of development.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </tbody> </table> Indicative content <ul style="list-style-type: none"> • There is a wide range of data, all of which is defined as “development data” by the World Bank. Consequently all of the data offers some opportunity to express ideas about levels of development. • Some of the data might be considered more or less useful. For example, students might see data where a number of countries have similar figures as less useful than data which has a wider spread. • Students might consider that the data is most useful in making broader judgements (developed/developing) rather than considering each country individually in terms of a development spectrum. • Students might consider other types of data. Simply identifying other types of data does not imply evaluation, there is a need to suggest why it might be 	Level	Marks	Description	3 (Detailed)	5-6	AO3 – Through detailed analysis observes links between the data and levels of development. AO3 – Demonstrates detailed evaluation of the usefulness of the data in comparing levels of development.	2 (Clear)	3-4	AO3 – Through sound analysis observes links between the data and levels of development. AO3 – Offers some evaluation of the usefulness of the data in comparing levels of development.	1 (Basic)	1-2	AO3 – Through basic analysis observes links between the data and levels of development. AO3 – Offers basic evaluation of the usefulness of the data in comparing levels of development.		0	No relevant content	6
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	<p>more useful.</p> <ul style="list-style-type: none"> • Students might question the accuracy or relative accuracy of the data. <p>AO3 – 6 marks</p>	
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<p>Indicative content</p> <ul style="list-style-type: none"> • The measures identified in Figure 1 are all identified in the specification as ways in which the development gap might be reduced. • At the basic level students will see the identified measures as ways in which jobs can be created and incomes increased and this will then be considered as improving living conditions. • At a more sophisticated level students will consider the measures in terms of initially creating opportunities which can then impact socio-economic conditions and consequently reduce the development gap. • The identified measures are a mix of specific/individual opportunities and broader/government opportunities. At the higher level students may begin to consider this in relative terms (the creation of individual socio-economic opportunities and how some of the measures may up-skill the general population or give the government more opportunity to invest in improving social conditions). 																		

		<ul style="list-style-type: none">• Students may reflect back to the development data. This would give the opportunity to make sophisticated evaluative observations.	
		AO2 – 3 marks AO3 – 3 marks	

02	1	2 marks for idea that both have increased and some comparative observation (similar rate) or use of data. 1 mark for idea that both have increased. AO4 – 2 marks	2
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<p>The question requires students to make appropriate links between content from different parts of the course.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • There are a wide range of factors identified in Figure 2, including beaches, weather, flora and fauna, specific reference to coral reefs, mountains with some reference to volcanic landscapes. • Students will be expected to identify factors and then consider why the physical environment is considered an important resource. This might be expressed in a number of ways, including; observations linked to specific types of holiday or points about these factors not being available in home countries. • The idea about the physical environment as a resource is fundamental in the sense that without the factors identified there would potentially be far fewer visitors and consequently less economic input from tourism. 																		
AO3 – 3 marks AO4 – 3 marks																		

02	3	<p>Any two reasonable points identified (2x1).</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Fewer people so less pressure on resources • Less building required so less landscape destruction • Less traffic so less air pollution • Fewer people so less waste created • More money generated by wealthier visitors so money can be put into environmental protection/improvement • Wealthier visitors will demand higher environmental standards • Less poor behaviour so less vandalism/damage <p>AO2 – 2 marks</p>	2
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03	1	Level	Marks	Description	9
		3 (Detailed)	7-9	AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the project in terms of the socio-economic and economic impacts. AO3 – Applies knowledge and understanding to make a decision based on a wide range of evidence. Shows a synoptic awareness by including appropriate observations from across the specification. AO4 – Communicates ideas with clarity and good use of geographical language.	
		2 (Clear)	4-6	AO3 – Demonstrates reasonable application of knowledge and understanding in evaluating the project in terms of the socio-economic and economic impacts. AO3 – Applies knowledge and understanding to make a decision based on a reasonable range of evidence, making clear links between different elements of the specification. AO4 – Communicates ideas effectively with some use of geographical language.	
		1 (Basic)	1-3	AO3 – Demonstrates basic application of knowledge and understanding in evaluating the project in terms of the socio-economic and economic impacts. AO3 – Applies knowledge and understanding to make a decision which uses a narrow range of evidence. Basic use of broader specification ideas. AO4 – Communicates ideas using basic language.	
			0	No relevant content	
<p>Indicative content</p> <ul style="list-style-type: none"> • There is an expectation that students will draw on evidence from the whole of the resource booklet in order to consider broader themes. • Decision making implies an element of evaluative thinking. This can be expressed in different ways. • There are strong synoptic links running through the whole exercise including; elements of physical geography; environmental geography; social geography and economic geography. • There is a strong link to the idea of the environment as a valuable resource and an appreciation of the concept of both environmental and socio-economic sustainability and how these might be linked is implicit throughout the exercise. • This exercise implies an appreciation of the relative importance of tourism to the development process and an awareness of how the opportunities created by tourism can create socio-economic opportunities. • There is a clear element of balancing socio-economic gains and socio-environmental costs, but there are more complex factors, for example, the extent to which tourism development might create opportunities for environmental improvement. • The nature of the exercise suggests an element of discussion about mass 					

	<p>tourism. The proposed project is being sold as essentially a “green” development, however opposition groups suggest that it has more in common with mass tourism.</p> <ul style="list-style-type: none"> • Part of the discussion may be the extent to which the project provides the best opportunity to satisfy the needs of Bali and whether a number of smaller projects in different locations might be more successful in satisfying local needs. • Students may reflect back to Resource 1 and consider other ways of creating development opportunities which might be more appropriate. This avenue of thinking may reflect on the danger of a narrow economic base and the impact that this might have if there is a downturn in the tourism industry. <p>Spelling, punctuation and grammar (SPaG)</p> <p>High performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate <p>Intermediate performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate <p>Threshold performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate <p>No marks awarded</p> <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning <p>AO3 – 6 marks AO4 – 3 marks</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>
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04	1	Answer C: Desire line. AO4 – 1 mark	1
04	2	1 mark for correct distance (accept between 2.3 – 2.7cm) 1 mark for correct direction (within 5 degrees either way) The dot is not required to secure the mark. AO4 – 2 marks	2
04	3	Two isolated points or one developed or linked point. (2 x 1) (1 x 2) Indicative content <ul style="list-style-type: none"> • Most come from the southern area with few from the northern area. • Eight come from within about 2km. • The three in the west/south-west are slightly more clustered than the three in the east/south-east. • Only one comes from more than 1 km in the northern area. • There is only one from the north-western sector of the area. • The greatest distance is approximately 5km. AO4 – 2 marks	2
04	4	Accept any reasonable additional information which is clearly linked to the movement/restrictions to movement. (2 x 1) This might include: <ul style="list-style-type: none"> • More examples of existing data • Details about settlements • Communications networks • Public transport • Physical geography • Industry • Leisure facilities • Shopping centres AO4 – 2 marks	2
04	5	Accept any reasonable points, which might include; Advantage (1 mark) <ul style="list-style-type: none"> • Easy to understand • Quick • Does not require any equipment • Can gather a lot of information • The gradation of the scale makes sense 	2

		<ul style="list-style-type: none"> Do not need any particular skills to carry out the data collection <p>Disadvantage (1 mark)</p> <ul style="list-style-type: none"> Not totally clear what the categories mean People may have different hearing(subjective) People may have a different perception of noise (subjective) Levels of accuracy Comparability (especially if completed by different people) <p>AO3 – 2 marks</p>	
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04	6	<p>Accept any appropriate example of how to present discrete data.</p> <p>This might include:</p> <ul style="list-style-type: none"> Bar charts Proportional symbol Located symbols <p>Reasons:</p> <ul style="list-style-type: none"> Accuracy Clarity Visually recognisable <p>AO4 – 2 marks</p>	2
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04	7	<p>Interquartile range for River B:</p> <p>$10.4 - 1.4 = 9$</p> <p>AO4 – 1 mark</p>	1
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<p>Indicative content</p> <p>Median</p> <ul style="list-style-type: none"> Provides useful summary of mixed data Measure of central tendency Median in both cases very similar <p>Interquartile range</p> <ul style="list-style-type: none"> Understanding of range Compare central tendency with spread around central figure 															

		<ul style="list-style-type: none">• Idea about clustering/spread/variation• Greater range between River A and River B even though median very similar <p>AO3 – 2 marks AO4 – 2 marks</p>	
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05	1	<p>Answer must relate to the title of the physical geography enquiry.</p> <p>Answer must indicate why risk assessment is important in the context of a specific enquiry. 2 marks for a developed suggestion. Examples include:</p> <ul style="list-style-type: none"> • It was important to identify the potential hazards of measuring river velocity and consider strategies for dealing with accidents in deeper water • It was essential to plan how to avoid slips and falls as heavy rainfall could make rocks slippery, leading to injury • It was important in our coastal study to be aware of water related risks eg large waves may create risk of drowning • As we were working in a mountainous area it was necessary to plan for slope related risks, such as students falling and injuring themselves • It was important to plan for the possibility of rocks falling from the cliff we were measuring as this could lead to head injuries • Before carrying out our river study it was important to avoid water deeper than knee level, as this would prevent you from being knocked off your feet by the flow of the water and possibly hitting your head on rocks on the river bed. • As we were working in a river it was important to take precautions against of the possibility of disease such as Weil's disease caused by animal urine. <p>AO3 – 2 marks</p>	2
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05	2	<p>'Justify' implies a judgement about why maps/photographs/field sketches were used or how they were useful (not simply a description of types of maps/photographs or observations about where there were used).</p> <p>Justifications might include:</p> <ul style="list-style-type: none"> • A good way to show the location of the investigation. • Useful for putting data on. • Useful for interpretation. • Gives a good visual appreciation of the landscape. • A good way of identifying important features. • Useful for comparing different sites. • A quick way of getting information. • More accurate than a sketch. <p>AO3 – 3 marks</p>	3
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			0	No relevant content		
<p>Indicative content</p> <ul style="list-style-type: none"> The idea of ‘effectiveness’ can be considered in relation to the data collection method(s). Effectiveness/ineffectiveness can be a result of: <ul style="list-style-type: none"> poorly chosen method(s) poorly executed method(s) external factors (accessibility, weather, time constraints, risks etc). <p>AO3 – 6 marks</p>						

05	4	Level	Marks	Description	9
		3 (Detailed)	7-9	AO3 – Offers detailed evaluation which offers an insight into the idea of ‘extent’ by making relative points which link the conclusion to the original aim(s) of the investigation. AO3 – Offers detailed evaluation which offers an insight into the idea of ‘extent’ by making relative points which link the results to the original aim(s) of the investigation. AO3 – Provides an informed judgement about the extent to which the results and conclusions meet the original aim(s) of the investigation.	
		2 (Clear)	4-6	AO3 – Makes evaluation which clearly references the conclusion in relation to the original aim(s) of the investigation and makes an overall observation which suggests a degree of relative judgement. AO3 – Makes evaluation which clearly references the results in relation to the original aim(s) of the investigation and makes an overall observation which suggests a degree of relative judgement. AO3 – Makes a judgement about the extent to which the results and conclusions meet the original aims of the enquiry.	
		1 (Basic)	1-3	AO3 – Offers basic evaluation about how effectively the enquiry worked with limited reference to the conclusion and the original aim(s). AO3 – Offers basic evaluation about how effectively the enquiry worked with limited reference to the results and the original aim(s). AO3 – Any judgement about the extent to which the results and conclusions meet the original aim(s) of the enquiry will be basic and largely generic.	
			0	No relevant content	
<p>Indicative content</p> <p>The command is focused on ‘to what extent’ so there is an expectation of a relative judgement which is supported by evidence from the enquiry.</p> <ul style="list-style-type: none"> At the highest level students will be expected to make detailed reference to 					

	<p>their results and conclusions to support their observations. Within this they may observe that elements of the enquiry were effective in meeting the original aims of the enquiry, while other elements did not fully provide sufficient evidence to satisfy the original aims of the enquiry. Students may conclude that while all of the data collection methods were effectively carried out, the fact that they were a snapshot in location/time limited the possibility of fully satisfying the original aim.</p> <ul style="list-style-type: none"> • At the middle level students will be expected to make clear reference to their enquiry to support their observations. There will be clear links between the original aims of the enquiry and the conclusions and observations will be made which suggest a relative judgement about “the extent” to which the results and conclusions meet the original aims of the enquiry. The level of supporting evidence may be slightly generic or incomplete but the argument will lead to a clear judgement. • At the lower level students will make only tentative reference to their results and conclusions to support their observations. The idea of “to what extent” will be interpreted in a basic, holistic way which may be reflected in generic observations which reflect that “it worked well/badly” with a focus which drifts towards limitations rather than any real analysis of the effectiveness of the enquiry in relation to the original aims. <p>Spelling, punctuation and grammar (SPaG)</p> <p>High performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate <p>Intermediate performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate <p>Threshold performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate <p>No marks awarded</p> <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning <p>AO3 – 9 marks</p>	
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