OCR ADVANCED SUBSIDIARY GCE
IN GEOGRAPHY A (3832)

OCR ADVANCED GCE
IN GEOGRAPHY A (7832)

Revised AS Specimen Question Papers and Mark Schemes

These specimen assessment materials are designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Geography A for first assessment in June 2003.

Centres are permitted to copy material from this booklet for their own internal use.

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

CONTENTS

Advanced Subsidiary GCE

RECOGNISING ACHIEVEMENT

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A
THE PHYSICAL ENVIRONMENT

2680

Revised Specimen Paper

Additional materials: None.

An insert is enclosed with this question paper.

TIME 1 hour 15 minutes

Candidate Name	Centre Number	Candidate Number

Question number	For examiner's use only
1	
2	
3	
4	
TOTAL	

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The Insert contains maps and diagrams for use with questions.
- The total number of marks for this paper is **100**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.
- Even where not specifically asked for, credit will be given for sketch maps and diagrams.

1 Hydrological Systems

Study Fig. 1a (Insert)

(a) (i) What is meant by the term "global hydrological cycle"?

_____

_____

_____ **[2]**

(ii) What is meant by the term 'evaporation'?

_____

_____

_____ **[2]**

(iii) Why is evaporation higher over the ocean area than the land area?

_____

_____

_____

_____

_____

_____ **[4]**

Study Fig. 1b (Insert)

(b) State and explain **two** reasons for the amount of run-off between November and February.

1 _____

_____

_____

_____

2

[6]

(c) With reference to one or more **named** drainage basins, describe and explain how land use influences run-off.

[10]

[Total 24 marks]

2   Ecosystems

Study Fig. 2 (Insert)

(a)   What is meant by the term 'biomass'?

_____

_____

_____

_____   **[2]**

(b)   (i)   Describe the cycling of nutrients in a deciduous forest.

_____

_____

_____

_____

_____

_____

_____

_____

_____   **[6]**

(ii)   State and explain **two** possible ways in which the nutrient cycle might be
affected if mature trees were cut down in this woodland.

1 _____

_____

_____

_____

_____   **[3]**

2 _____

_____

_____

_____

[3]

(c) Describe and explain the impact of human activities on a natural ecosystem you have studied.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

[10]

[Total 24 marks]

3 **Atmospheric Systems**

Study Fig. 3 (Insert)

(a) **(i)** Describe the pattern of air mass frequency shown on the diagram.

_____

_____

_____

_____

_____

_____

_____

_____ **[4]**

(ii) Describe and explain the weather associated with any **two** of the air masses shown in Fig. 3.

Name of air mass:_____

_____

_____

_____

_____

_____

_____ **[6]**

Name of air mass:

_____

_____

_____

_____

_____

_____

_____ **[6]**

(b) Describe and explain how people can influence local energy budgets and weather phenomena.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

[Total 26 marks]

4   Lithosphere

Study Fig. 4 (Insert)

(a) (i)   What name is usually given to the landform shown in the foreground and
centre of this photograph?

_____   **[2]**

(ii)   Name and describe **two** processes of weathering which may have produced
the rock formations shown in this photograph.

1   Name:_____

Process:_____

_____

_____

_____

_____   **[4]**

2   Name:_____

Process:_____

_____

_____

_____

_____   **[4]**

(b)   State and explain how **two** different factors may control rates of weathering.

1   Factor:_____

_____

_____

_____   **[3]**

2 Factor:

[3]

(c) With reference to a named chalk or granite area, describe how lithology (the chemical and physical characteristics of the rock) and weathering have helped create the landscape.

[10]

[Total marks 26]

OCR

RECOGNISING ACHIEVEMENT

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A   **2680/I**
THE PHYSICAL ENVIRONMENT

Revised Specimen Paper Insert

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not hand in this Insert at the end of the examination. It is not required by the Examiner.

This Insert consists of 5 printed pages and 3 blank pages.

Fig. 1a Precipitation and evaporation over one major ocean and one major land area.

	Precipitation (P)	Evaporation (E)
Ocean areas		
Atlantic	890	1240
Continental areas		
Europe	640	390
(Units = mm per year)		

Fig. 1b Precipitation and run-off for a river basin in northern England.

Fig. 2 Nutrient cycling in a deciduous forest.

Atmosphere

B

Forest

precipitation

L

run-off

Ground
Layer

S

Rocks

B - Biomass   L - Leaf Litter   S - Soil store
store   store

NB: The circles represent the relative size of each nutrient store.
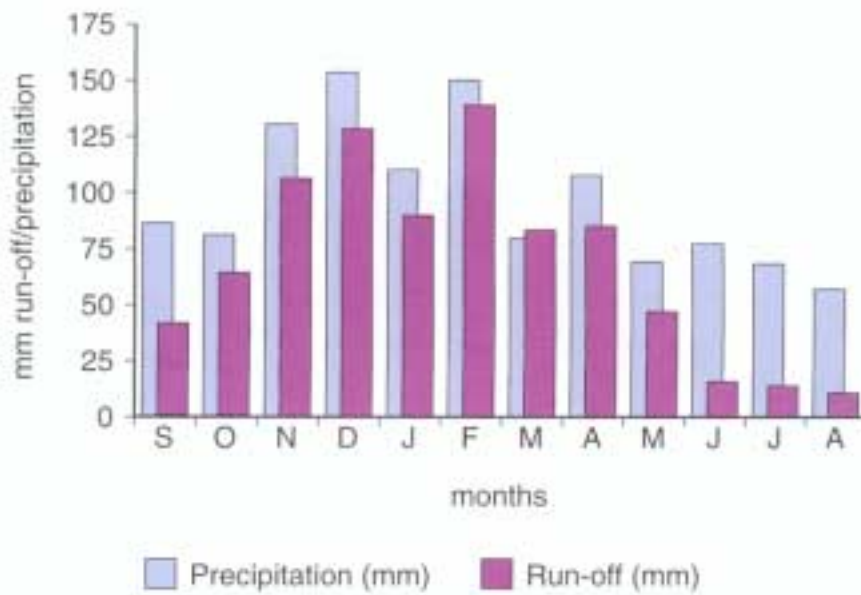   The width of the arrows represent relative rates of flow of nutrients.
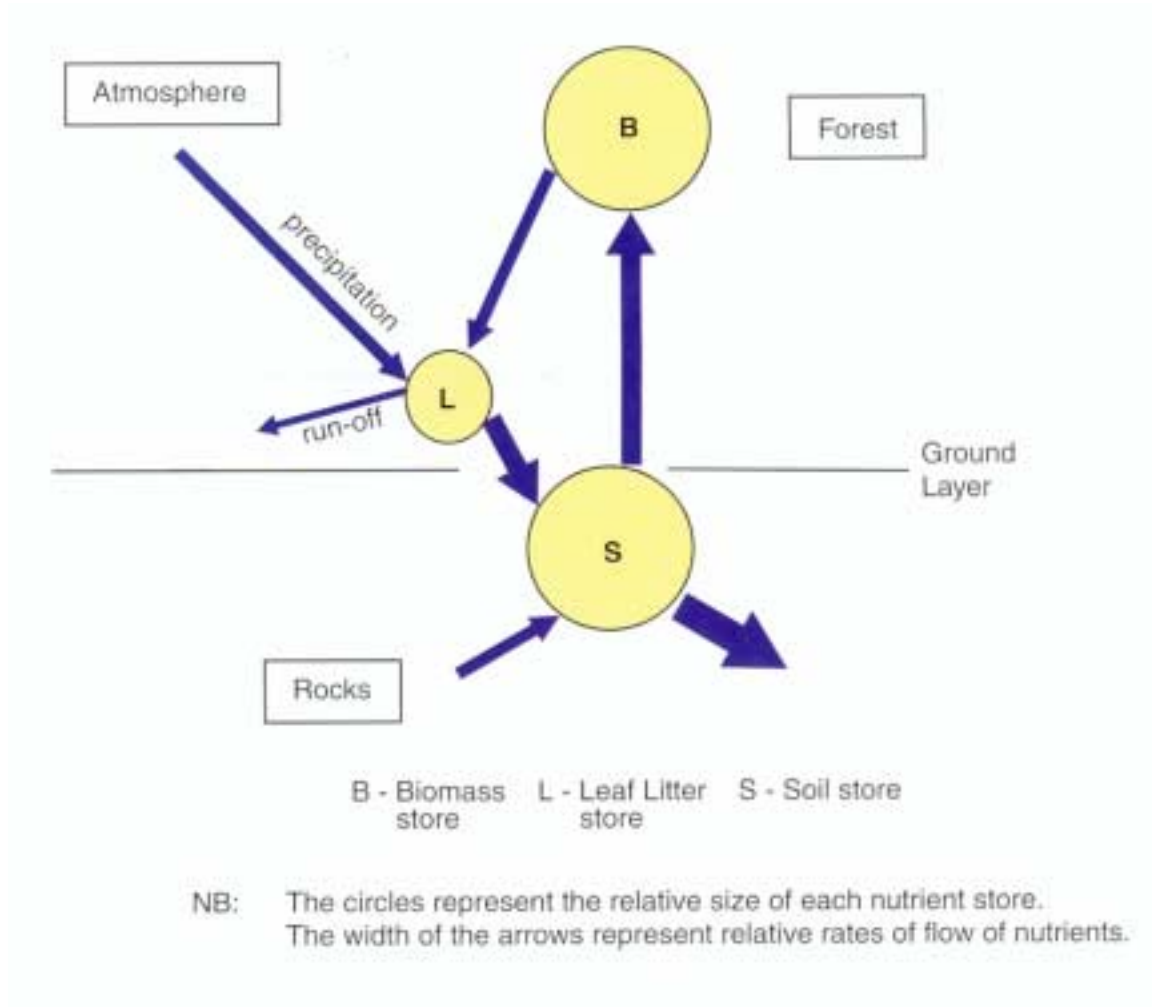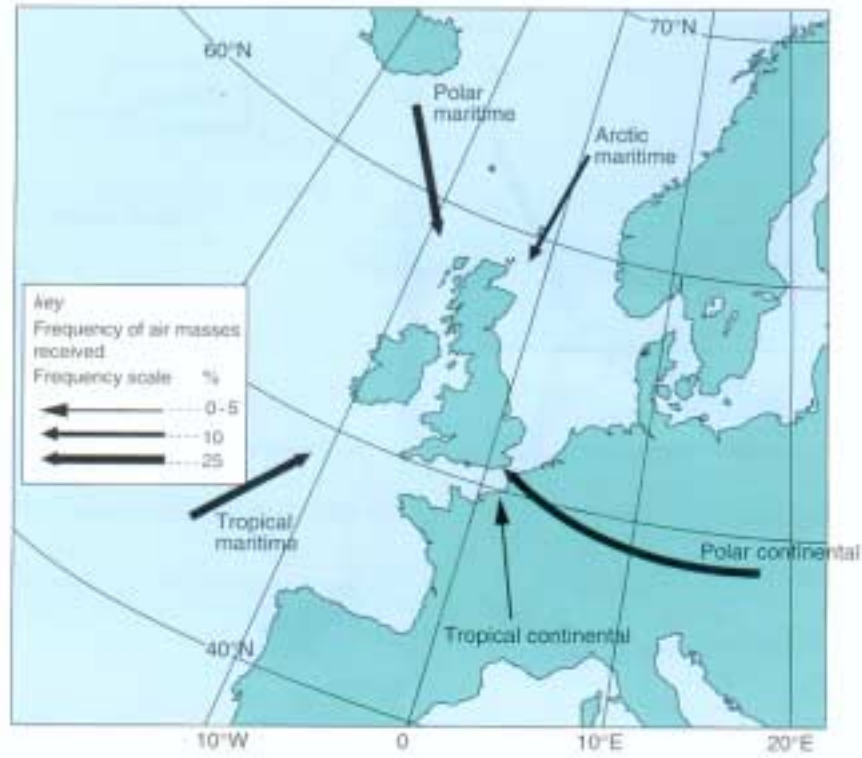
Fig. 3 Main air masses which affect Britain's climate.

Fig. 4 Carboniferous Limestone landscape in north Yorkshire.

BLANK PAGE

BLANK PAGE

BLANK PAGE

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A
THE PHYSICAL ENVIRONMENT

2680

Revised Mark Scheme

HYDROLOGICAL SYSTEMS

Question	Description	Mark
1(a)(i)	*What is meant by the term 'global hydrological cycle'?* Indicative content: • circulation of water from earth's surface to atmosphere; • should have sense of both global and cycling; • transfers into the atmosphere via change of state; • idea of closed system; • idea of processes involved, if on global scale; • closed system. The general sense/idea of GHC A clear statement of GHC **Maximum marks**	 1 2 **2**
1(a)(ii)	*What is meant by the term 'evaporation'?* Indicative content: • phase change of water from liquid to gas = 2; • main pathway by which water re-enters the atmosphere =1, due to change of state = 2; • water into a gas by heating = 2. The general sense/idea A clear statement of evaporation **Maximum mark**	 1 2 **2**

Question	Description	Mark
1(a)(iii)	*Why is evaporation higher over the ocean area than the land area?*	
	Indicative content:	
	• higher amount of moisture available in oceanic areas; • stronger winds over open surfaces i.e. oceans; • huge areas of open water, therefore large surface area; • lack of interception/use of water in organic areas; • credit comparisons; even if basic to L1 – this is development; • one reason developed well can achieve L2+ <u>or</u> more than one reason with some development can achieve L2+; • any sense of there being more water in oceanic areas, and less in continental; • idea of underground storage in continental areas, contrasted with exposed surface of oceanic water.	
	Four mark questions – Levels mark scheme:	
	Level 1 Some understanding of the requirements of the question. Where **two** is specified some understanding of the two requirements will gain two marks, with one gaining one mark Level 1 – (i.e. 1 mark).	0-2
	Level 2 Full marks for clear understanding of the requirements of the question. Where **two** is specified this will be the two requirements developed, or one very well developed for Level 2 – (i.e. 1 mark).	3-4
	Maximum mark	**4**
1(b)	*State and explain two reasons for the amount of run-off between November and February.*	
	Indicative content:	
	• high run-off because of lack of interception; saturated soil, etc.; • reduction in January perhaps because of frozen water/snow; • reasons must relate to precipitation variation-increase and effect of vegetation etc.; • permeability/impermeable rock is less convincing in context of question etc.; • lower levels of evapotranspiration; • antecedent rainfall, intense rainfall.	
	Over both points, reserve 2 marks for state and 4 marks for explain.	
	Maximum mark	**6**

Question	Description	Mark
1(c)	*With reference to one or more named drainage basins, describe and explain how land use influences run-off.*	
	Indicative content:	
	• urbanisation can lead to a higher run-off; • agriculture can lead to a high run-off; • forestry can lead to a lower run-off; • reference to an appropriate river will be acceptable; • take broad view of run-off – can include discharge; • 1 land use, if developed, can achieve L3 but there needs to be at least 2 influences; • alternatively, candidates can achieve L3 by using more than 1 land use with more than 2 influences; • if no named drainage basin / river then maximum L2+ (i.e. 7 marks); • clear reference to how run-off is influenced for L3.	
	Ten mark questions – Levels mark scheme:	
	This question has three requirements: • description; • explanation; • examples/case study/ies.	
	Level 1 Answers with some understanding of one of the three requirements for description, explanation and examples/case study/ies.	0-4
	Level 2 Answers will fulfil two of the three requirements for description, explanation and examples/case study/ies.	5-7
	Level 3 Answers will fulfil all three requirements. The best answers will exceed the requirements of the mark scheme in the degree of depth and/or detail. These candidates will be performing at full A level rather than AS standard. (It is hoped that all PEs will be able to provide an exemplar of an answer of this high quality scripts as a benchmark at standardisation meetings; such answers must not depress the marks of candidates performing at AS standard).	8-10
	Maximum mark	**10**
	Total marks for question 1	**24**

ECOSYSTEMS

Question	Description	Mark
2(a)	*What is meant by the term 'biomass'?* Indicative content: • usually expressed in dried weight per unit of area; • trunk, branches, leaves; • figures range from 45 kg per sq m in tropical rainforests to 0.7 kg per sq m in deserts; • the animal proportion of biomass is very small compared with that of plants. The general sense/idea A clear statement that it is the total organic matter of plants and animals a given area. **Maximum mark**	 1 2 **2**
2(b)(i)	*Describe the cycling of nutrients in a deciduous forest.* Indicative content: • size of stores and flows varies; • idea of inputs and outputs; • internalised flows; • does not need specific reference to Figure – candidates can achieve L2 either by specific reference to Figure <u>or</u> by a general description of nutrient cycling; • credit idea of cycling between specific parts of the cycle. Six mark questions – Levels mark scheme: **Level 1** Basic answer but will make a valid statement. **Level 2** Clear understanding of the requirements of the question with a well developed answer. 5 marks (Level 2) would be awarded for a good answer with some shortcomings. **Maximum mark**	 0-4 5-6 **6**

Question	Description	Mark
2(b)(ii)	*State and explain two possible ways in which the nutrient cycle might be affected if mature tress were cut down in this woodland.*	
	Indicative content:	
	• more light reaching woodland floor; • change in temperature; • change in rate of decomposition; • change in type of vegetation; • change in biomass; • change in soil nutrient content; • increased leaching etc. and the impact of the nutrient cycling e.g. store size, relative flows.	
	Over both points, reserve 2 marks for state and 4 marks for explain.	
	Maximum mark	**6**

Question	Description	Mark
2(c)	*Describe and explain the impact of human activities on a natural ecosystem you have studied.* Indicative content: • deforestation; • afforestation; • clearing/grazing/burning; • urbanisation; • industrial activity etc.; • top of L3 (L3+) must have 2 or more human activities; • bottom of L3 (L3⁻) if only 1 human activity; • ecosystem can be generic or specifically named; • if no ecosystem specified than maximum top L2 (L2+). Ten mark questions – Levels mark scheme: This question has three requirements: • description; • explanation; • examples/case study/ies. **Level 1** Answers with some understanding of one of the three requirements for description, explanation and examples/case study/ies. **Level 2** Answers will fulfil two of the three requirements for description, explanation and examples/case study/ies. **Level 3** Answers will fulfil all three requirements. The best answers will exceed the requirements of the mark scheme in the degree of depth and/or detail. These candidates will be performing at full A level rather than AS standard. (It is hoped that all PEs will be able to provide an exemplar of an answer of this high quality scripts as a benchmark at standardisation meetings; such answers must not depress the marks of candidates performing at AS standard). **Maximum mark**	 0-4 5-7 8-10 **10**
	Total marks for question 2	**24**

ATMOSPHERIC SYSTEMS

Question	Description	Mark
3(a)(i)	*Describe the pattern of air mass frequency shown in the diagram.* Indicative content: • for L2+ must have sensible reference to Figure; • listing of air masses <u>with</u> frequencies = max L2⁻. Four mark questions – Levels mark scheme:	
	Level 1 Some understanding of the requirements of the question. Where **two** is specified some understanding of the two requirements will gain two marks, with one gaining one mark Level 1 – (i.e. 1 mark).	0-2
	Level 2 Full marks for clear understanding of the requirements of the question. Where **two** is specified this will be the two requirements developed, or one very well developed for Level 2 – (i.e. 1 mark).	3-4
	Maximum mark	**4**
3(a)(ii)	*Describe and explain the weather associated with any two of the air masses shown in Fig. 3.* Indicative content: • will depend upon air mass chosen; • for describe there should be a clear statement of the weather; • for explain there should be a specific explanation of the weather described; • for description only top of L1 (L1+); • explanation, no matter if only limited, should be credited; • no credit for naming air mass. Six mark questions – Levels mark scheme:	
	Level 1 Basic answer but will make a valid statement.	0-4
	Level 2 Clear understanding of the requirements of the question with a well developed answer. 5 marks (Level 2) would be awarded for a good answer with some shortcomings.	5-6
	Maximum mark	**12**

Question	Description	Mark
3(b)	*Describe and explain how people can influence local energy budgets and weather phenomena.* Indicative content: • urbanisation; • industrial activity; • water storage; • frost protection; • a location specific example is <u>not</u> required; • there is an expectation of <u>local</u> energy budgets. Ten mark questions – Levels mark scheme: This question has three requirements: • description; • explanation; • examples/case study/ies. **Level 1** Answers with some understanding of one of the three requirements for description, explanation and examples/case study/ies. **Level 2** Answers will fulfil two of the three requirements for description, explanation and examples/case study/ies. **Level 3** Answers will fulfil all three requirements. The best answers will exceed the requirements of the mark scheme in the degree of depth and/or detail. These candidates will be performing at full A level rather than AS standard. (It is hoped that all PEs will be able to provide an exemplar of an answer of this high quality scripts as a benchmark at standardisation meetings; such answers must not depress the marks of candidates performing at AS standard). **Maximum mark**	 0-4 5-7 8-10 **10**
	Total marks for question 3	**26**

Question	Description	Mark
4(a)(i)	*What name is usually given to the landform shown in the foreground and centre of this photograph?*	
	Limestone area.	0
	Karst scenery.	0
	Grikes.	1
	Clints.	1
	Limestone pavement.	2
	Maximum mark	**2**
4(a)(ii)	*Name and describe two processes of weathering which may have produced the rock formations shown in this photograph.*	
	Indicative content:	
	• carbonation • frost action • biological weathering (chelation or root growth) • solution	
	NOT chemical weathering, physical weathering, hydrolysis, acid rain.	
	• Reserve 1 mark for name; • if only process then max L2⁻.	
	Mark each process out of four using levels mark scheme.	
	Four mark questions – Levels mark scheme:	
	Level 1 Some understanding of the requirements of the question. Where **two** is specified some understanding of the two requirements will gain two marks, with one gaining one mark Level 1 – (i.e. 1 mark).	0-2
	Level 2 Full marks for clear understanding of the requirements of the question. Where **two** is specified this will be the two requirements developed, or one very well developed for Level 2 – (i.e. 1 mark).	3-4
	Maximum mark	**8**

Question	Description	Mark
4(b)	*State and explain how two different factors may control rates of weathering.* Indicative content: • bedrock/parent rock; • climate; • action of animals/people; • precipitation/moisture available; • transport of weathered material; • aspect; Over both points, reserve 2 marks for state and 4 marks for explain. **Maximum mark**	**6**

Question	Description	Mark
4(c)	*With reference to a named chalk or granite area, describe how lithology (the chemical and physical characteristics of the rock) and weathering have helped create the landscape.* Indicative content: There are three aspects − • named/recognisable landscape (chalk or granite); • details of lithology; • description of weathering. Candidates need to show how features of the landscape e.g. tors, dry valleys are linked to lithology and weathering. • Accept **one** land form, if developed, for L3+. • If generalised answer, with no reference to chalk or granite then maximum L2+. Ten mark questions – Levels mark scheme: This question has three requirements: • description; • explanation; • examples/case study/ies.	
	Level 1 Answers with some understanding of one of the three requirements for description, explanation and examples/case study/ies.	0-4
	Level 2 Answers will fulfil two of the three requirements for description, explanation and examples/case study/ies.	5-7
	Level 3 Answers will fulfil all three requirements. The best answers will exceed the requirements of the mark scheme in the degree of depth and/or detail. These candidates will be performing at full A level rather than AS standard. (It is hoped that all PEs will be able to provide an exemplar of an answer of this high quality scripts as a benchmark at standardisation meetings; such answers must not depress the marks of candidates performing at AS standard).	8-10
	Maximum mark	**10**
	Total marks for question 4	**26**

RECOGNISING ACHIEVEMENT

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A   **2681**
THE HUMAN ENVIRONMENT

Revised Specimen Paper

Additional materials: None.

An insert is enclosed with this question paper.

TIME 1 hour

Candidate Name	Centre Number	Candidate Number

Question number	For examiner's use only
1	
2	
3	
TOTAL	

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The Insert contains maps and diagrams for use with questions.
- The total number of marks for this paper is **75**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.
- Even where not specifically asked for, credit will be given for sketch maps and diagrams.

1   Study Fig. 1.

(a)   Describe the pattern of population change in the European Union.

_____

_____

_____

_____

_____

_____

_____

_____   **[4]**

(b)   State and explain **two** possible reasons for international migration.

Reason 1_____

_____

_____

_____

_____   **[3]**

Reason 2_____

_____

_____

_____

_____   **[3]**

(c) Describe **two** ways in which a net migration gain into a region might alter its age-sex structure.

1

[4]

2

[4]

(d) State and explain how intervening obstacles might interrupt movements of migrants at an international scale.

[6]

[Total 24 marks]

2 Study Fig. 2 and Fig. 3.

(a) What is meant by the 'range' of a good service?

[2]

(b) From the data in Fig. 3, identify **one** low order function and **one** high order function.

Low order function:

High order function: [2]

(c) Using evidence in Fig. 3.

(i) Describe the relationship between village population size and the provision of shops and services.

[4]

(ii) Explain the relationship you have described.

[6]

(d) For a named rural region in a MEDC you have studied, describe and explain how changes in its service provision have affected some rural dwellers more than others.

Name of rural region: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

[Total 24 marks]

3   Fig. 4 shows Dar es Salaam, the capital of Tanzania, East Africa and its largest urban
settlement. Its population is growing rapidly at about 10% per year. The majority of the
inhabitants, some 60%, live in squatter settlements.

   (a)   Describe the distribution of squatter settlements in Dar es Salaam.

   [4]

   (b)   State and explain **two** possible reasons for the siting of squatter settlements in Dar
es Salaam.

   Reason 1:

   [3]

   Reason 2:

   [3]

   (c)   Give **one** possible reason for the growth of squatter settlements is most large urban
areas in LEDCs.

   [3]

(d) Using evidence from Fig. 4, suggest **one** possible reason for the development of the residential sector which extends in a south-westerly direction from the central area towards the airport.

[4]

(e) For a named city you have studied, describe and explain how recent changes have caused environmental problems.

Name of city:

[10]

[Total 27 marks]

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A
THE HUMAN ENVIRONMENT

2681/I

Revised Specimen Paper Insert

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not hand in this Insert at the end of the examination. It is not required by the Examiner.

This Insert consists of 5 printed pages and 3 blank pages.

Fig. 1 Population change in the European Union 2000

Fig. 1 Population change in the European Union 2000

Scale: 0 — 500 — 1000 km

N

key
- natural increase, net migration gain
- natural increase, net migration loss
- natural decrease, net migration gain
- natural decrease, net migration loss

Fig. 2 Part of south-east Midlands

area surveyed for village data
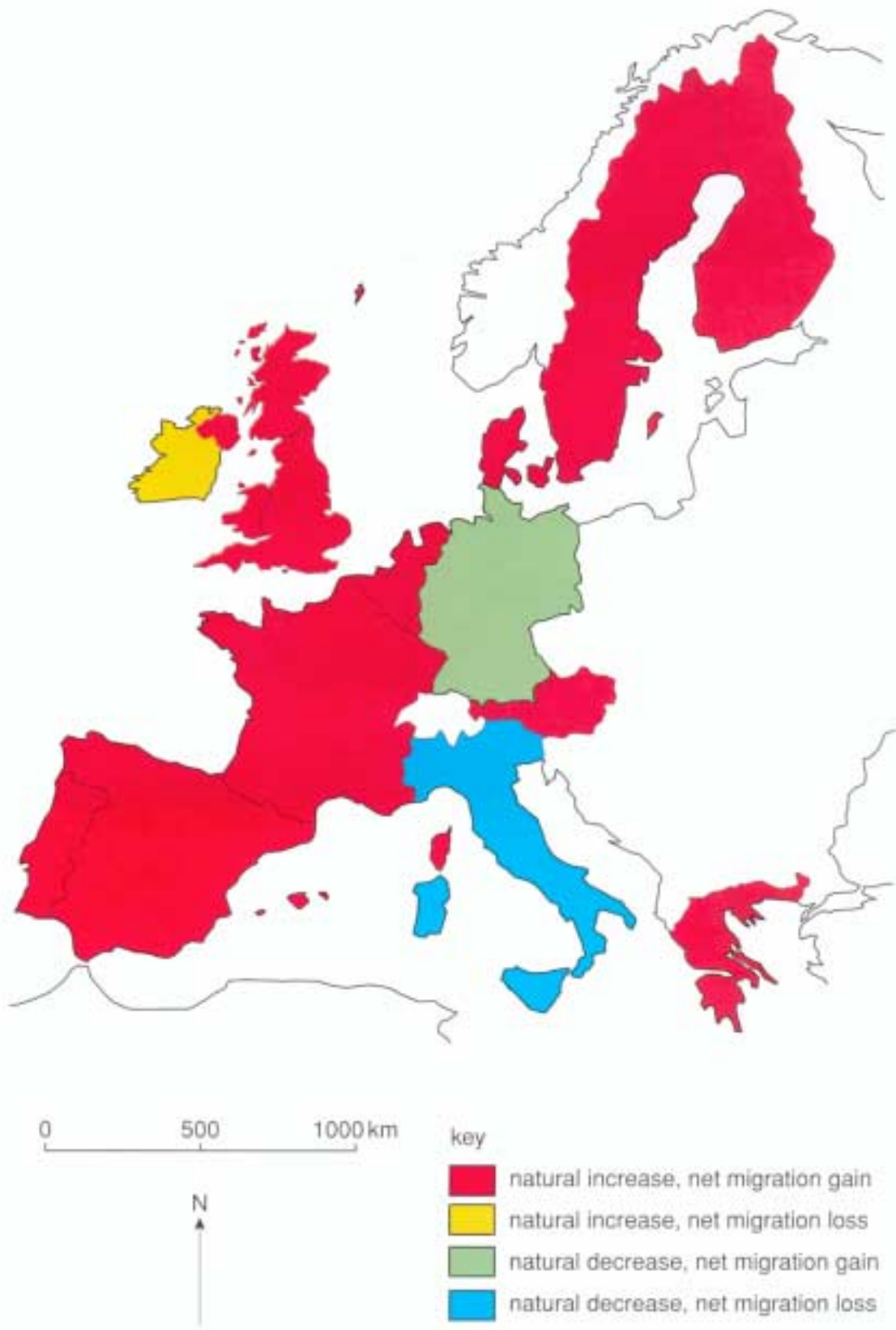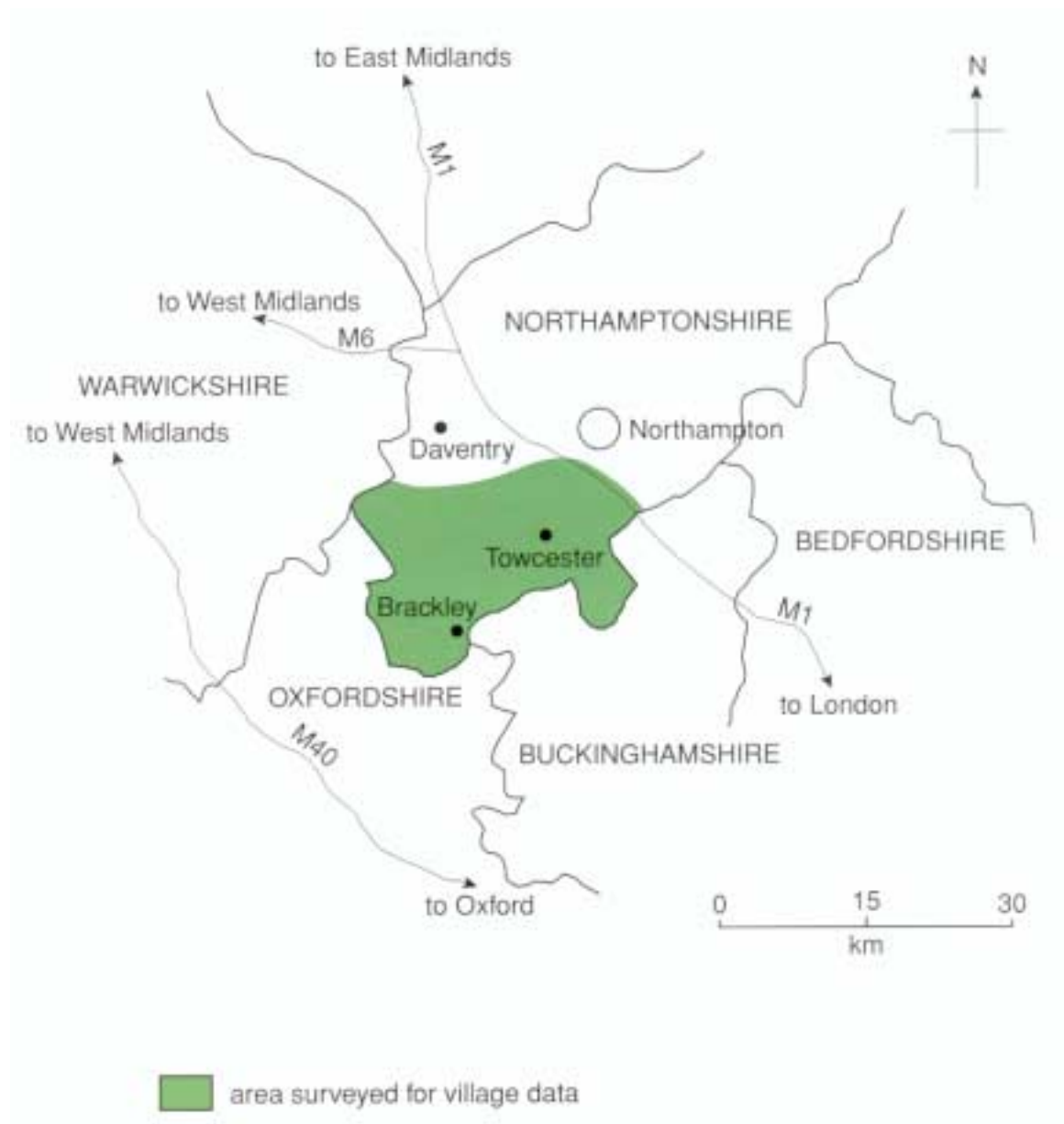
Fig. 3 Population size and shop and service provision in South Northamptonshire District.

The total number of settlements in each size group is given in brackets.

'n' is the number of settlements processing the particular shop or service.

The percentage figures are percentage of settlements in that size category possessing the particular shop or service.

	Village Population					
	Small (37 settlements) 0 – 299 population		Medium (33 settlements) 300 – 999 population		Large (19 settlements) 1000 – 3000 population	
Shop / Service	n	%	n	%	n	%
General Store	2	5	14	42	17	89
Post Office	5	14	25	76	18	95
Public House	12	69	29	88	19	100
GP Surgery	1	3	3	9	12	63
Primary School	1	3	23	70	19	100

Figures are from the South Northamptonshire Village Directory 2000, South Northamptonshire Council.

Fig. 4 The simplified urban structure of Dar es Salaam
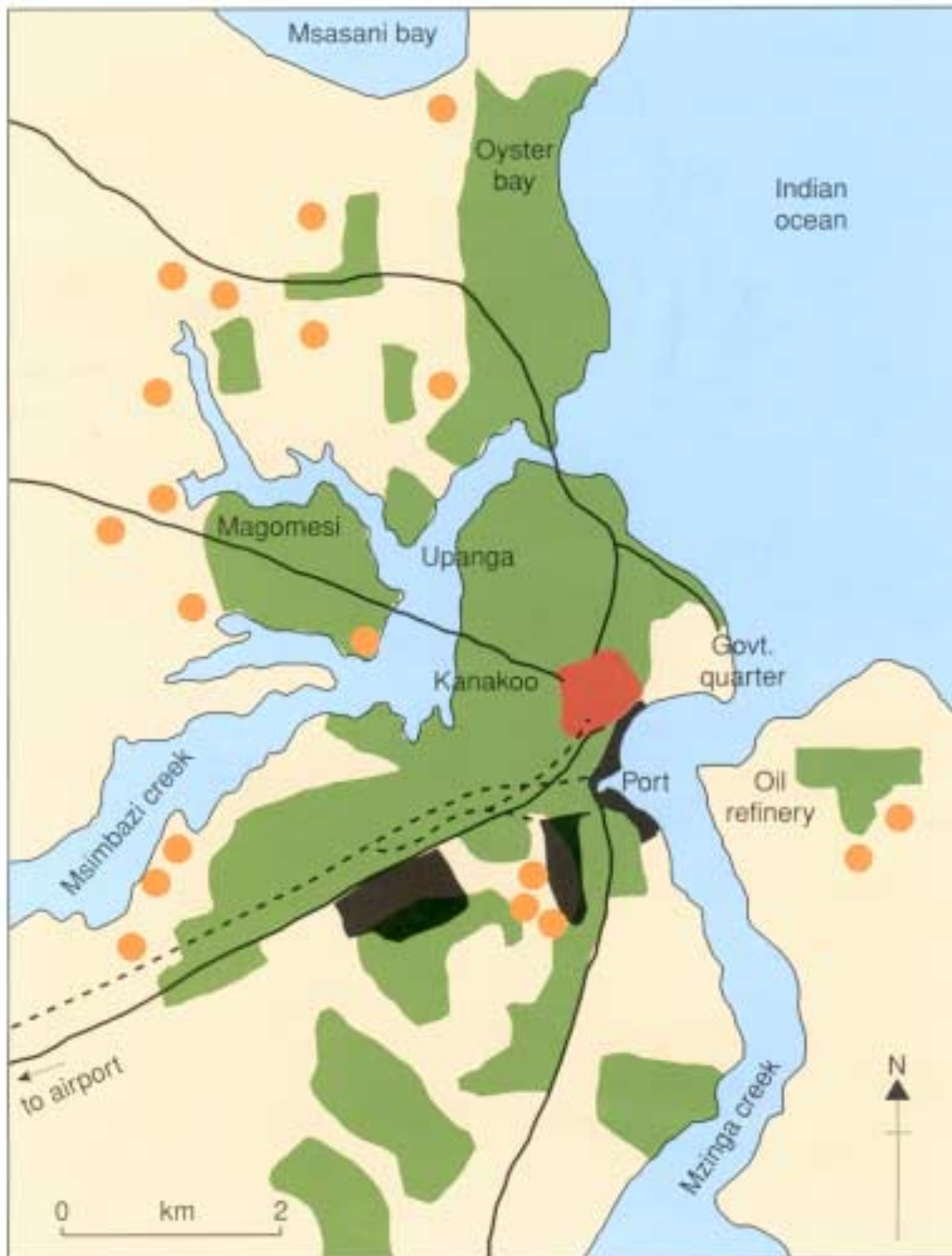
key

- 🟠 squatter settlements
- ⬛ industrial areas
- —— major roads
- - - - railway
- 🟩 residential districts
- 🟥 central area including CBD, main railway station and bazaar

BLANK PAGE

BLANK PAGE

BLANK PAGE

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A
THE HUMAN ENVIRONMENT

2681

Revised Mark Scheme

Question	Description	Mark
1(a)	*Describe the pattern of population change in the European Union.* Four mark questions – Levels mark scheme: **Level 1** A basic description that may offer either a very brief outline of the pattern or proceeds around Europe country by country in a fragmentary way. **Level 2** A clear description that focuses on population change. The very best descriptions are likely to offer a statement summarising the pattern, that of countries experiencing natural increase with net migration gain but with some exceptions. Names of countries are likely to be used, as are regional descriptors such as Southern Europe. The question asks about <u>pattern</u> but a detailed if fragmentary response can still be awarded 3 marks. Answers worth 4 marks must include a summative statement. **Maximum mark**	 0-2 3-4 **4**
1(b)	*State and explain <u>two</u> possible reasons for international migration.* 1 mark for stating each factor and 2 marks for its development. Possibilities include: • improved employment prospects; • higher wages; • improved educational opportunities; • former colonial links; • active recruitment by host country; • persecution in source region; • same language. NB Watch for 'mirror' answers dealing with the same factor but at both the source and destination. **Maximum mark**	 **6**

Question	Description	Mark
1(c)	*Describe <u>two</u> ways in which a net migration gain into a region might alter its age-sex structure.*	
	Indicative content:	
	- disproportionate numbers of young adults and children when economic/social factors important; - disproportionate number of elderly (retirement migration); - sex ratio in favour of males/females depending on culture.	
	Each way marked separately but both using the same Levels mark scheme.	
	Level 1 A basic comment is made about a demographic influence but it is not linked to age-sex structure.	0-2
	Level 2 Identifies an appropriate influence of net migration gain and links it explicitly to age-sex structure.	3-4
	Maximum mark	**8**

Question	Description	Mark
1(d)	*State and explain how intervening obstacles might interrupt movements of migrants at an international scale.*	
	Each way marked separately but both using the same Levels mark scheme:	
	Level 1 Basic description of at least one intervening obstacle not necessarily linked in to international migration. At the lower end of this mark range might be simple statements such as "It costs a lot to travel long distances."	0-4
	Level 2 Clear description of at least two intervening obstacles, clearly linked to the interruption of international migration.	5-6
	Maximum mark	**6**
	Total marks for question 1	**24**

Question	Description	Mark
2(a)	*What is meant by the 'range' of a good or service?* The distance people are prepared to travel to purchase a particular good or service. 1 mark for a less clear statement. **Maximum mark**	 **2**
2(b)	*From the data in Fig. 3, identify <u>one</u> low order function and <u>one</u> high order function.* Low order functions – general store; post office; public house High order function – GP surgery; primary school Mark for each correct function **Maximum mark**	 **2**
2(c)(i)	*Using the evidence in Fig. 3, describe the relationship between village population size and the provision of shops and services.* **Level 1** Basic description of the table that may not focus on the relationship between village population size and functional provision. At this Level responses might consist of a separate description of each category of village. **Level 2** Clear description pointing out the positive relationship between village population size and functional provision. Examples are likely to be drawn from the table. With no reference to the table 3 marks. **Maximum mark**	 0-2 3-4 **4**

Question	Description	Mark
2(c)(ii)	*Explain the relationship you have described.*	
	Level 1 Basic understanding but makes one valid statement possibly about the need for more customers by some functions. At the upper end of this Level, answers might refer to the table but not make the association between threshold (population) explicit. At the lower end the responses indicate a very weak grasp of the need for functions to have a minimum customer base.	0-4
	Level 2 Clear understanding concerning factors that directly link population size and functional provision. At this level the correct use of the term 'threshold' will confirm understanding. The very good answers might draw attention to the ability of larger settlements to support a number of the same function as the individual threshold for a post office for example, is exceeded several times over. Correct use of figures from the table might confirm the award of full marks.	5-6
	Maximum mark	**6**
2(d)	*For a named rural region in a MEDC you have studied, describe and explain how changes in its service provision have affected some rural dwellers more than others.*	
	Level 1 Basic knowledge and understanding of a rural region. Service provision changes will be very generalised and unlikely to be linked with different groups of rural dwellers. Only outline place details present.	0-4
	Level 2 Clear knowledge and understanding of a rural region. Changes in service provision are mentioned but not in as much detail as L3. The links with rural dwellers are implicit and the different groups of rural dwellers may not be clearly identified. Place detail is less secure than L3, lacking information such as village names and actual functional changes. Award a maximum of 6 marks for answers which are accurate and detailed but wholly generalised.	5-7
	Level 3 Detailed knowledge and convincing understanding of a rural region (or rural settlement) in a MEDC. The effects of changes in service provision are clearly linked to at least two different groups of rural dwellers. Places, such as individual settlements are likely to be named as are actual shop/service changes.	8-10
	Maximum mark	**10**
	Total marks for question 2	**24**

Question	Description	Mark
3(a)	*Fig. 4 shows Dar es Salaam, the capital of Tanzania, East Africa and its largest urban settlement. Its population is growing rapidly at about 10% per year. The majority of the inhabitants, some 60%, live in squatter settlements.* *Describe the distribution of squatter settlements in Dar es Salaam.*	
	Level 1 Basic description that may offer either a very brief outline of the pattern or proceeds around the map in a fairly haphazard way. Place names are unlikely.	0-2
	Level 2 Clear description that focuses on the <u>distribution</u> of squatter settlements. The best answers will identify the peripheral distribution of most squatter settlements.	3-4
	Maximum mark	**4**
3(b)	*State and explain <u>two</u> possible reasons for the siting of squatter settlements.* 1 mark for stating a reason and 2 marks for its development. Possibilities include: • space for building; • land not in demand due to unfavourable physical environment e.g. swamp; • land not in demand due to proximity to industry; • access to local employment e.g. industry; • land away from attention/interest of the authorities; • land away from higher status residential areas.	
	Maximum mark	**6**

Question	Description	Mark
3(c)	*Give <u>one</u> possible reason for the growth of squatter settlements in most large urban areas in LEDCs.* 1 mark for stating a reason and 2 marks for its development. Possibilities include: • shortage of affordable housing as urban authorities do not have the resources to build housing or because they are overwhelmed by the rate of increase in the demand from the rapidly growing population; • large numbers of urban poor unable to afford rent or who prefer not to spend scarce resources on rent; • squatter settlements offer a location away from the attention of the authorities. NB General factors promoting rapid urban growth such as rural-urban migration or high rates of natural increase are not allowed as they do not necessarily account for squatter settlements. **Maximum mark**	**3**
3(d)	*Using evidence from Fig. 4, suggest <u>one</u> possible reason for the development of the residential sector which extends in a south-westerly direction from the central area towards the airport.* 2 marks for quality of reason and 2 marks for its development. Possibilities include: • access along the road encourages linear developments; • railway lines tend to encourage development parallel to the tracks. **Maximum mark**	**4**

Question	Description	Mark
3(e)	*For a named city you have studied, describe and explain how recent changes have caused environmental problems.* NB Either MEDC or LEDC cities can be used in answers.	
	Level 1 Basic knowledge and understanding. Either recent change or environmental problems are likely to be omitted and if both are referred to, no link is made between them. Place information is more or less restricted to the name of the city.	0-4
	Level 2 Clear knowledge and understanding. The focus is still on recent changes but not in as much detail as L3. The links with environmental problems are implicit and fewer of these issues are mentioned. Place information is less secure than at L3, with few intra-urban place names mentioned. Award a maximum of 6 marks for detailed and accurate answers which are wholly generalised.	5-7
	Level 3 Detailed knowledge and understanding of a city. The focus is clearly on recent changes and these are linked explicitly with environmental problems. Intra-urban place knowledge is convincing such as neighbourhoods/physical features named.	8-10
	Maximum mark	**10**
	Total marks for question 3	**27**

RECOGNISING ACHIEVEMENT

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A   **2682**
GEOGRAPHICAL INVESTIGATION

Revised Specimen Paper

Additional materials: None.

An insert is enclosed with this question paper.

TIME 45 minutes

Candidate Name		Centre Number	Candidate Number

Question number	For examiner's use only
1	
2	
3	
TOTAL	

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The Insert contains maps and diagrams for use with questions.
- The total number of marks for this paper is **60**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.
- Even where not specifically asked for, credit will be given for sketch maps and diagrams, provided they illustrate your answer.

1 **(a)** The collection of data is one stage in geographical enquiry. Describe and explain the collection of data stage in your Geographical Investigation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

(b) What were the limitations of this part of your enquiry and given additional time and resources, how would you improve it?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

[Total: 20]

2. Describe with the aid of diagrams, two of the data presentation methods you used in your Geographical Investigation and explain why these methods were chosen. **[20]**

Method 1
Space for diagram

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

Method 2
Space for diagram

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____**[10]**

[Total: 20]

3 Either:

(a) During the course of a Geographical Investigation, measurements of wind speeds were recorded simultaneously up the side of a hill. The results are tabulated in Fig. 1 on page 2 of the insert.

Identify and explain the statistical measures that would help you describe this data.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[20]**

Or:

(b) Fig. 2 on page 3 of the insert shows a sketch map prepared by a geography student to include in a geographical enquiry.

Identify and explain two significant ways in which the map might be improved.

1 _____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

2 _____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **[10]**

[Total: 20]

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

GEOGRAPHY A   **2682/I**

Geographical Investigation

INSERT

SPECIMEN PAPER   45 minutes

INSTRUCTIONS TO CANDIDATES

- Do not hand in this insert at the end of the examination. It is not required by the Examiner.

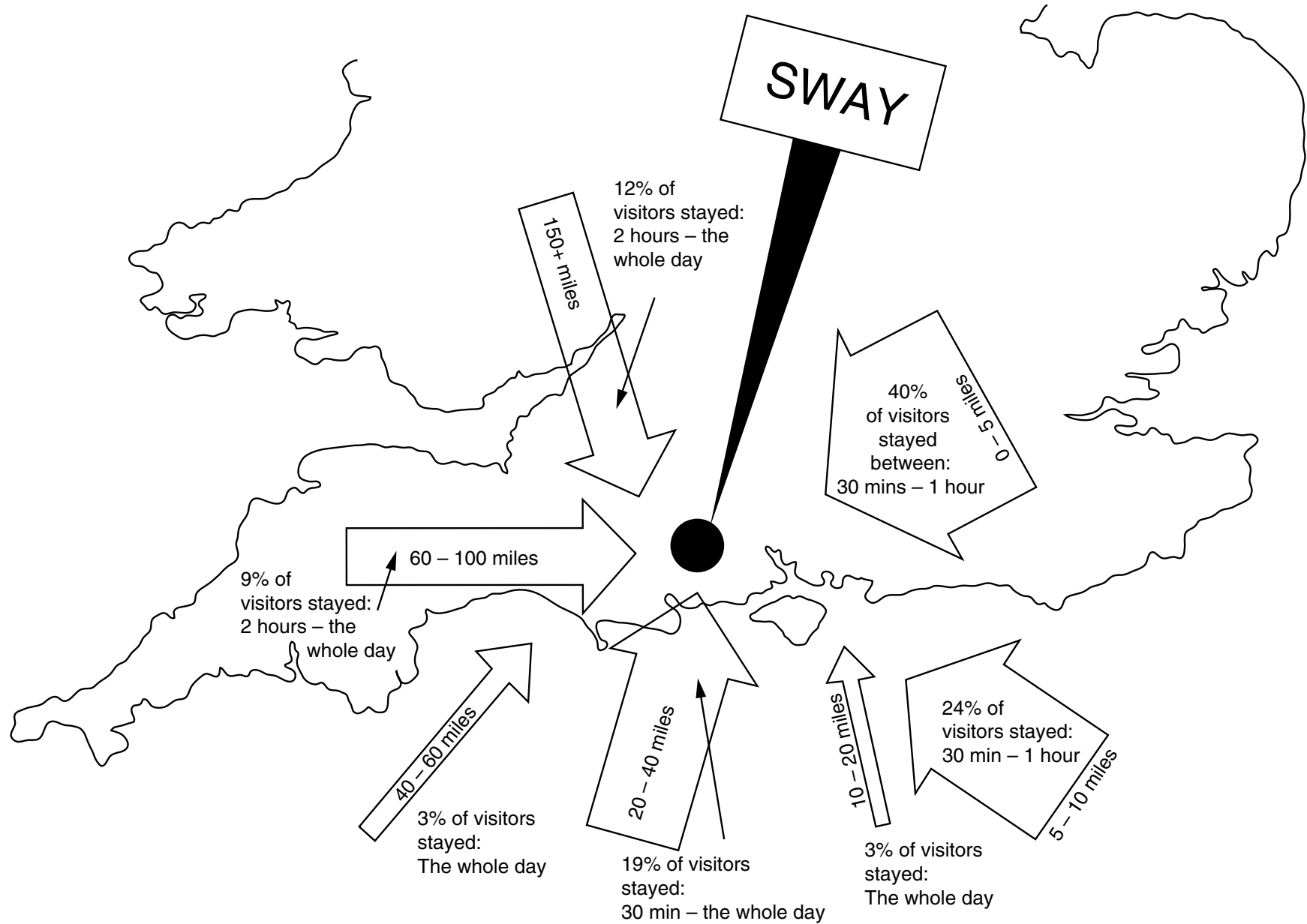---

This insert consists of 3 printed pages and 1 blank page.

[Turn over

Fig. 1 A tabulation of the wind speed in metres per second measured at sites of varying altitude.

Altitude (metres)	Wind speed (metres per second)
2300	14.9
180	4.0
2000	13.4
230	4.9
370	270.0
927	8.3
784	7.0
785	7.1
1290	11.8
1700	12.6
1700	12.9
367	5.9
2050	13.8
1009	11.3
509	6.9
285	5.7
674	7.0
2409	15.9
1005	8.9
1806	11.0
487	6.2
670	4.7
980	8.7
1300	9.5
1507	10.0

Fig. 2 Student map entitled: "map Below shows the different percentages (%) of visitors who have travelled different distances to the car park and have spent different duration's of time within the car park grounds."

SWAY

12% of visitors stayed: 2 hours – the whole day

150+ miles

40% of visitors stayed between: 30 mins – 1 hour

0 – 5 miles

60 – 100 miles

9% of visitors stayed: 2 hours – the whole day

40 – 60 miles

3% of visitors stayed: The whole day

20 – 40 miles

19% of visitors stayed: 30 min – the whole day

10 – 20 miles

3% of visitors stayed: The whole day

24% of visitors stayed: 30 min – 1 hour

5 – 10 miles

4

BLANK PAGE

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

GEOGRAPHY A
GEOGRAPHICAL INVESTIGATION

2682

Revised Mark Scheme

Question	Description	Mark
1(a)	*The collection of data is one stage in geographical enquiry. Describe and explain the collection of data stage in your Geographical Investigation.*	
	Level 1 At this level a basic description of the data collection with a little explanation of the method. Reference to sampling, reliability or presentation is not required.	0-4
	Level 2 A clear description of the data collection that took place which must refer to the real data collection that took place in the actual enquiry, together with a clear explanation for the way in which it was carried out. Both description and explanation must be present for a mark in this level. Examiners should not expect all candidates to present their answer in two parts, one relating to description and another to explanation. It is most likely that each point described will be immediately accompanied by the relevant explanation. For this level description and explanation of the method of data collection. At the top of the level reference to sampling or reliability or representation is expected. At the bottom of the level only explanation of the method of collection itself without specific reference to these themes.	5-7
	Level 3 A detailed description of the data collection that took place which must refer clearly to the real data collection that took place in the actual enquiry together with a detailed explanation for the way in which it was carried out. Both description and explanation must be present for a mark in this level. Examiners should not expect all candidates to present their answer in two parts, one relating to description and another to explanation. It is most likely that each point described will be immediately accompanied by the relevant explanation. In the explanatory sections reference to sampling is expected and reference to reliability and/or accuracy. In the specification representation of the data collected is included in this section. If included it may be rewarded provided the candidate indicates the reason for its inclusion. For this level description and explanation of the method of data collection together with description and explanation of **one** of sampling **or** reliability and accuracy or representation of the data is needed	8-10
	Maximum mark	**10**

Question	Description	Mark
1(b)	*What were the limitations of this part of your enquiry and, given the additional time and resources, how would you improve it?*	
	Level 1 A basic statement of a limitation will be made. At the top of the level there will be a slight reference to improvement, possibly an unrealistic one, or simply do more the same. At the bottom of the level only a limitation will be stated. A candidate who says no improvement can be envisaged but provides a rather unconvincing explanation for the assertion can be in this level.	0-4
	Level 2 At least one real limitation will be clearly identified, albeit in rather general terms. A suggestion will be made for improvement but this will be clear though lacking detail. Improvement will be in terms of more with no reference to different. A candidate who states that there is no way this part of the enquiry can be improved can be in this level if an explanation of why this is so is presented.	5-7
	Level 3 At least one real limitation will be identified in detail and at least one realistic and detailed suggestion for improvement given. A candidate who asserts that their study had no limitation in this area, and can see no means of improvement cannot be awarded a mark in this level. At AS level it should be understood that no such stage can be perfect. Reference to different or additional things carries credit. At the bottom of the level emphasis will be on more.	8-10
	Maximum mark	**10**
	Total marks for question 1	**20**

Question	Description	Mark
2	*Describe with the aid of diagrams, two of the data presentation methods you used in your Geographical Investigation and explain why these methods were chosen.*	
	Both presentations carry equal marks.	
	Level 1 Generic qualities: Weak expression with little or no use of geographical terminology. A little evidence of knowledge and at the bottom of the level questions about understanding. Content: For the presentation chosen it must be appropriate, though there may be self evidently better methods. Some attempt at justification should be present at the top of the level though absent at the bottom. The quality of the justification will be low. The diagram must be present but will be vestigial at the bottom of the level and incomplete at the top.	1-4
	Level 2 Generic qualities: Generally soundly expressed with some use of geographical terminology. Some evidence of knowledge and understanding. Content: For the presentation chosen it must be fit for the purpose it was used for by the candidate. It may not be the best method but must be appropriate. The justification must be present and indicate some understanding of why it is a better method than others. It will be distinguished from the higher level by the quality of the justification. At the bottom of the level justification will give way to assertion. The diagram must be clear in form and show some evidence of labelling.	5-8
	Level 3 Generic qualities: Clearly expressed and detailed answer with effective geographical terminology. Evidence of knowledge and understanding. Content: For the presentation chosen it must be fit for the purpose it was used for by the candidate. To be in this mark band there must not be an accessible method that is clearly much superior. The justification must be a reasoned one and indicate either that the chosen method is justified on technical grounds or is comparatively better than other methods. The diagram is important and should provide not just the general form of the presentation but indicate labelled axes and a title.	9-10
	Maximum mark	**20**
	Total marks for question 2	**20**

Question	Description	Mark
Either 3(a)	*During the course of a Geographical Investigation, measurements of wind speeds were recorded simultaneously up the side of a hill. The results are tabulated in Fig 1. on page 2 of the insert.* *Identify and explain the statistical measures that would help you to describe this data.*	
	Level 1 If the candidate makes the point that a measure related to association is needed, that will qualify for this level.	0-8
	Level 2 A measure will be identified but with there will be limited reference to how it assists in describing the data. The correctly identified t measure together with a reasonable, if brief description of it, merits this level. A reference to association with little more merits the lower part of the level.	9-15
	Level 3 The most appropriate measure on which to base the answer would be Spearman Rank or Pearson Product Moment. The candidate needs to identify the measure and make clear that one is dealing with association. An explanation of how the statistical measure identified assists in describing the data is required.	16-20
	Maximum mark	**20**

Question	Description	Mark
Or 3(b)	*Figs 2 on page 3 of the insert 2 shows a sketch map prepared by a Geography student to include in a geographical enquiry.* *Identify and explain two significant ways in which the map could be improved.* The response for each way carries a maximum of 10 marks. The requirement to identify and explain precludes the trivial, largely because the explanatory content for the trivial will be virtually non-existent. Even at the lowest level there must be some explanation. **Level 1** This level can be attained by identifying at least one sensible way of improving the map, without explanation. **Level 2** Two sensible ways are made together with explanation. The expression will be clear but lack detail, tending to the general. **Level 3** Two sensible ways for improvement are made that would improve the map. Each of the suggestions must be supported by explanation. In this level there should be detail and clarity to the points. **Maximum mark**	 0-8 9-15 16-20 **20**
	Total marks for question 3	**20**