

Teacher Resource Bank

GCE Geography

Additional Sample Questions: GEOG1



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SECTION A

Answer **Question 1** and **one** other question from this section.

Total for this Question: 30 marks

1 Rivers, floods and management

- (a) Outline the factors that cause rivers to deposit their load. (4 marks)
- (b) When a river is flowing round a bend it is more likely to deposit on the inside of the bend rather than on the outside. Explain why. (4 marks)
- (c) Study **Figure 1** and **Figure 2**. The photographs show the bridge in Vaison la Romaine, a village on the edge of the French Alps.

Figure 1



Figure 2



About 10 years ago the bridge had to be rebuilt after being destroyed by a flood.

Suggest why the nature of this river valley and the location of the bridge combined to cause the bridge to be destroyed.

(7 marks)

- (d) With reference to one or more examples that you have studied, discuss alternative ways of managing flood plains to reduce the risks to settlements from flooding.

(15 marks)

30

Total for this question: 30 marks

2 Cold Environment

- (a) Describe the process of frost shattering and outline how this process might contribute to glacial erosion.

(4 marks)

- (b) Study **Figure 3** which shows a landscape on the Isle of Skye.

Figure 3



Discuss the evidence that suggests that this landscape has been affected by glacial erosion.

(7 marks)

- (c) Suggest how solifluction lobes are formed in periglacial environments.

(4 marks)

- (d) There are many pressures on tundra regions in the northern hemisphere caused by the desire of people to develop the regions.

Describe these pressures and discuss whether these areas could be developed in a sustainable way.

(15 marks)

30

Total for this question: 30 marks

3 Coastal Environments

- (a) What are tides? How do tides influence the formation of coastal features?

(4 marks)

(b) Study **Figures 4 and 5**. They show the coastline of Pembrokeshire.

Figure 4



Figure 5



Describe the coastal landforms and explain how marine and sub-aerial processes have combined to produce these landforms.

(7 marks)

(c) Choose **one** of the following coastal management strategies:

- gabions
- groynes
- barrages

Describe the technique and explain how it helps to protect the coastline.

(4 marks)

(d) Evaluate the potential of soft engineering techniques for managing coasts in a sustainable way.

Make reference to one or more case studies of coastal management where such techniques have been dominant.

(15 marks)

Total for this Question: 30 marks

4 Hot Desert Environments and their Margins

- (a) Describe the location of the world's main areas of hot desert climate. (4 marks)
- (b) How do atmospheric processes related to air pressure help to form the hot deserts? (4 marks)
- (c) Study **Figure 6**. It shows part of Wadi Rum in Jordan.

Figure 6



Describe the main features of the landscape and explain how wind and running water have contributed to their formation.

(7 marks)

- (d) "Agriculture can be sustainable in desert margin areas."

Discuss this statement with reference to **one** agricultural system that has been developed in a desert margin area in a more developed country and **one** that has been developed in a less developed country.

(15 marks)

30

SECTION B

Answer **Question 5** and **one** other question from this section.

Total for this Question: 30 marks

5 Global Population Change

- (a) Study **Figure 7** which shows population growth rates for selected countries, in 2005, as percentages.

Figure 7

World ranking	Country/Area	Growth rate (%)
1	Afghanistan	4.77
3	Gaza Strip	3.77
5	Kuwait	3.44
6	Somalia	3.38
13	Chad	2.95
24	Sudan	2.60
26	Kenya	2.56
34	Nigeria	2.37
52	Pakistan	2.03
76	India	1.40
88	Israel	1.20
89	Mexico	1.17
90	Ireland	1.16
93	Brazil	1.06
100	United States	0.92
117	China	0.58
131	France	0.37
137	United Kingdom	0.28
149	Italy	0.07
150	Japan	0.05
151	Poland	0.03
165	Hungary	-0.26
168	South Africa	-0.31
170	Russia	-0.37

With reference to at least two examples of a country/area in **Figure 7** in different stages of development, comment on the range of growth rates and suggest reasons for the differences.

(6 marks)

- (b) In order to calculate the Population Growth Rate for a country you would need the figure for Birth Rate (%).

What is the other vital rates (population statistic) you would need and explain how you would use them to calculate the Growth Rate?

(4 marks)

- (c) Some of the countries in **Figure 7** could be said to be in Stage 5 of the demographic transition model.

Discuss the implications of a shrinking population for the economies of countries affected.

(5 marks)

- (d) Choose **two** of the following areas:

- Inner city
- suburb
- rural/urban fringe
- rural settlement

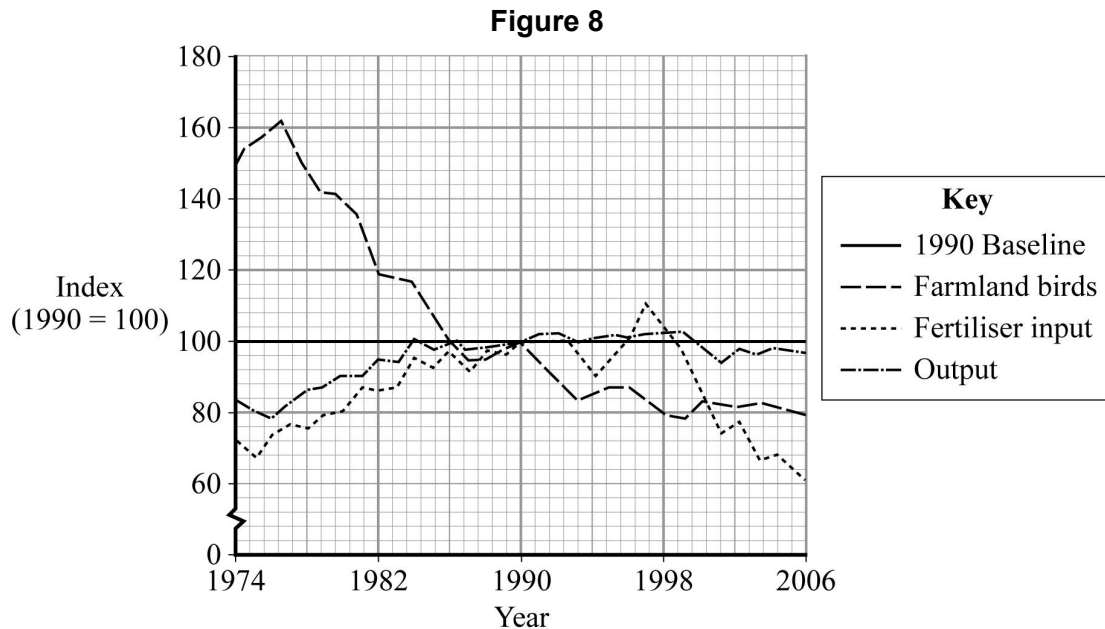
Compare the housing and population structures of your chosen areas and evaluate how well the two areas provide for the social welfare of their resident populations.

(15 marks)

30

Total for this Question: 30 marks**6 Food Supply Issues**

- (a) Study **Figure 8** which shows recent changes in fertiliser input and agricultural output for all farms in the UK and changes in the number of farmland birds.



Describe the changes in the three indicators and suggest how they might be linked.

(6 marks)

- (b) Some countries have embraced genetically modified (GM) crops with enthusiasm. Others have been more cautious in their approach. Suggest reasons for these different approaches.

(5 marks)

- (c) Name a major transnational corporation involved in food production, processing or supplying food and outline its role in food supply in a globalising economy.

(4 marks)

- (d) With reference to any two countries at contrasting stages of development compare their attempts to manage food supply and ensure their population is adequately provided with food.

(15 marks)

30

Total for this Question: 30 marks

7 Energy Issues

- a) Study **Figure 9** and **Figures 10(a)** and **10(b)** which give details of the renewable energy generated as a percentage of total electricity in the UK, 1990 to 2005

Figure 9

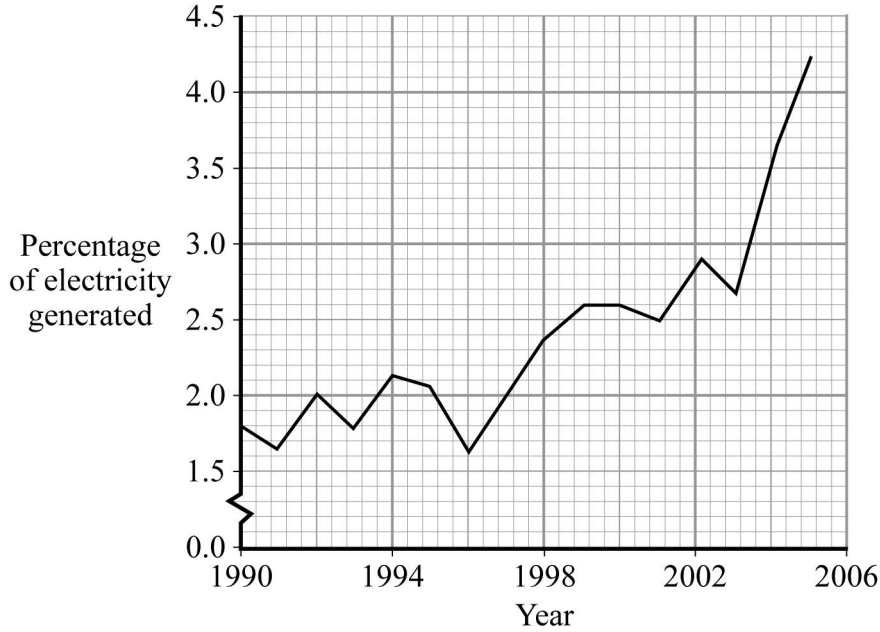
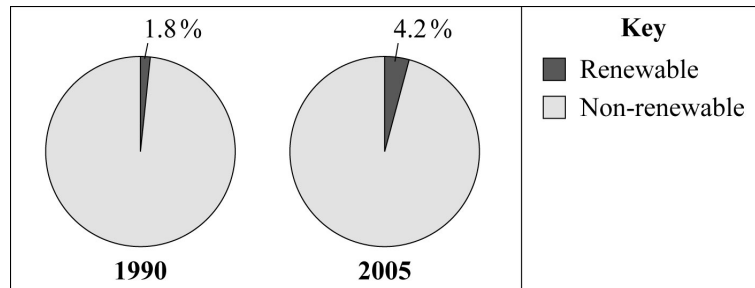
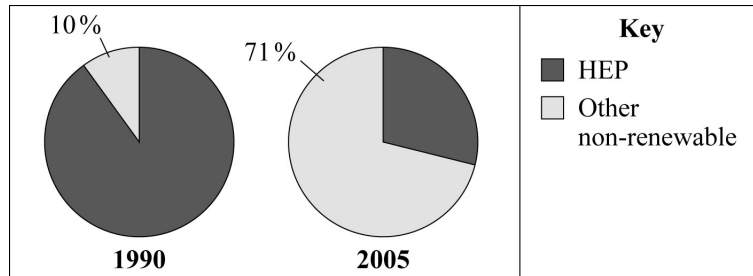


Figure 10(a)



% of UK electricity generated from renewable sources

Figure 10(b)



% of UK renewable energy generated from non-HEP sources

Describe the changes in the UK's generation of electricity from renewable sources between 1990 and 2005 and suggest why these changes took place.

(6 marks)

- (b) Some communities in this country have welcomed the development of wind farms in their local areas. Others have resisted the building of wind farms. Suggest reasons for these different attitudes.

(5 marks)

- (c) Name a major transnational corporation involved in energy production and/or distribution. Outline its role in a range of countries at different stages of development.

(4 marks)

- (d) With reference to any two countries compare their attempts to manage the supply of energy to meet their long term needs.

(15 marks)

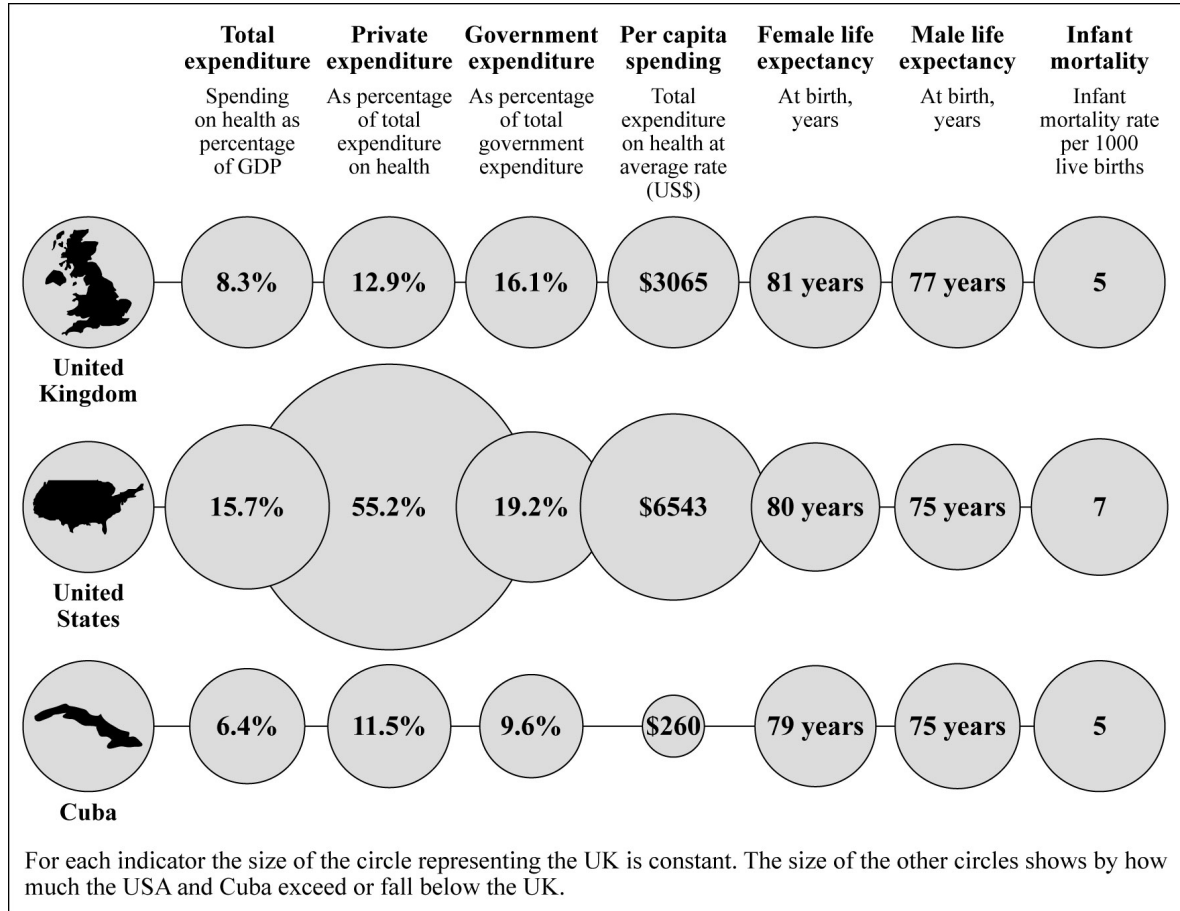
30

Total for this Question: 30 marks

8 Health Issues

- (a) Study **Figure 11** which gives healthcare comparisons between the UK, USA and Cuba.

Figure 11



Describe the differences between expenditure on healthcare and healthcare outcomes in the USA and Cuba. Suggest reasons for some of the differences in healthcare outcomes shown here.

(6 marks)

- (b) In some countries infectious diseases cause the deaths of many children under 5 years old. In other countries very few children die from infectious diseases. Explain these differences.

(5 marks)

- (c) Name a major transnational corporation involved in pharmaceutical research, production or supply. Outline its role in a range of countries at different stages of development.

(4 marks)

- (d) With reference to a local case study, evaluate how well the authorities provide a healthcare service that is accessible to all groups, whatever their age, sex, wealth, occupation or place of residence.

(15 marks)

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END OF QUESTIONS

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Question 6 Figure 8 Office of National Statistics, reproduced under the terms of the Click-Use Licence

Question 8 Figure 11 World Health Organisation

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General Certificate of Education

Geography 2030

GEOG1 Physical and Human Geography

Specimen Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Marking – the philosophy

Marking should be positive rather than negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and Levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.

Levels Marking – General Criteria

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the “triggers”. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates’ performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during Standardisation meetings. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle

- give a number of characteristics, reasons, attitudes (“more than one”) where the question requires it
- provide detailed use of case studies
- give responses to more than one command e.g. “describe and explain..”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: answers the question very well (detailed)

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes, etc.
- provide highly detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evaluation, assessment and synthesis throughout
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

Question 1

<p>1(a)</p>	<p>Notes for answers and mark scheme</p> <p>Rivers deposit the load that they are carrying when they lose energy. This can be caused by a reduction in the volume of water that is flowing in the river. (1)</p> <p>It can also be caused by a reduction in the speed of flow of the river. (1)</p> <p>Reduction in the volume of flow can result from evaporation, as when a river flows across a desert (1) or loss by percolation into a permeable, unsaturated bed rock, as in limestone (1) with clearly developed relevant example (1).</p> <p>Reduction in the speed of flow can be caused by change in gradient (1) or change in efficiency of channel shape (1).</p> <p>References showing understanding of the meaning of capacity (1) and competence (1).</p>	<p>(4 marks)</p>
<p>1(b)</p>	<p>Notes for answers and mark scheme</p> <p>Award marks for text and/or diagrams, but do not double mark.</p> <p>Water flowing in a river tends to adopt a spiral flow as it moves downstream. This means that it flows slower on the inside than on the outside of a bend (1), and also it tends to spiral upwards on the inside of the bend, using energy (1). As it has less energy available to carry its load of sediment it may deposit some of this material (1).</p> <p>On the outside of a bend it moves faster and spirals downwards, increasing its energy (1) and the increased energy allows it to pick up and carry material from the bed and bank (1) in contrast with the inside bend..</p>	<p>(4 marks)</p>
<p>1(c)</p>	<p>Notes for answers</p> <p>The river appears to be in a highland (or upland) area and the question states that it is on the edge of the Alps. This can lead to high rainfall, rapid runoff on steep slopes, increased at certain times of year by meltwater. This can lead to sudden flash floods.</p> <p>At this point the river is flowing in a narrow, steep-sided section of the valley – almost gorge-like. It is restricted by the outcrops of hard rocks on both sides of the river. This means that, at this point, the river cannot flood and spread out. Its flow will be concentrated as it passes through Vaison, adding to its potential to erode.</p> <p>The gorge-like nature has been increased (or at least maintained, by human intervention, reinforcing the valley sides with stoneworks.</p>	<p>(7 marks)</p>

	<p>A further factor can be the bridge itself. Though it is high above the river it is quite possible that, if the river did rise up to that level, the bridge could have a damming effect on the river's flow, trapping logs and other debris and causing an increased build-up of water and increased pressure. This would eventually cause the bridge to collapse.</p> <p>Level 1 (1–4 marks) <i>At least one of the factors leading to the erosive power of the river is outlined although none of the factors is explained in any more than a basic way.</i> <i>As more factors are given a basic outline, move up through the level.</i></p> <p>Level 2 (5–7 marks) <i>At least one factor is explained clearly showing understanding of a process in place.</i> <i>As more factors are considered well, or as one factor is explained thoroughly, move the mark up through the level.</i></p>	
<p>1(d)</p>	<p>Notes for answers</p> <p>Candidates might consider:</p> <ul style="list-style-type: none"> •hard engineering solutions •confining the river in an increasingly strengthened channel •soft engineering solutions •allowing the river to return to a more natural state with flood storage areas or schemes to reduce the speed of runoff upstream of the potential flood area •zoning schemes to keep housing and other vulnerable uses off the areas in most danger of flooding •developing plans for monitoring, warning and evacuation when necessary <p>Level 1 (1–6 marks) <i>The answer is basic.</i> <i>At least one reasonable method of management is outlined.</i> <i>Examples, where given, are not developed in detail and not used to illustrate general principles of management.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear.</i> <i>At least one method of management is described in a way that shows understanding of the scheme and the way it can be applied.</i> <i>If clear details of applications in particular places are given the answer should move up through the level.</i> <i>With more than one management technique explained clearly the answer should also move up through the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed.</i> <i>More than one management scheme is explained clearly, showing good understanding of the application in a case study area and of the general principles illustrated by that area.</i></p>	<p>(15 marks)</p>

	<i>The answer shows that the candidate thinks and writes as a geographer.</i>	
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Question 2

2(a)	<p>Notes for answers and mark scheme</p> <p>When water seeps into cracks in the rock and freezes it expands (1). This puts pressure on the rocks, weakening their structure (1). Repeated freeze and thaw leads to repeated stress, eventually breaking the rock apart (1). In granular rocks can lead to granular disintegration (1). Such weakening and cracking of the rocks in the period of cooling before the glacial advance provides material that easy for the ice to pluch and abrade (1).</p>	(4 marks)
2(b)	<p>Notes for answers</p> <p>In the background there is a rugged skyline with bare exposures of rock. In the centre is a peak that could be a pyramidal peak, left as a remnant of a mountain that has been cut into be corries on several sides. Leading up to the peak are what appear to be arêtes, one running to the right of the peak, one to the left and one coming towards the photographer. In between these three arêtes there appear to be two corries, with the one on the left being more clearly corrie-shaped. Both corries have steep back walls with scree slopes.</p> <p>Corries and their associated features are all strong evidence of \glacial erosion. These were places where ice accumulated before flowing downhill under pressure, gouging out the corries and often flowing into U-shaped troughs.</p> <p>In the foreground there appears to be a broad, flat, U-shaped glacial valley. In the very foreground there might be a terminal moraine and on the valley floor there appear to be erratics....and though they were probably laid down by glacial deposition they are further evidence of glaciation affecting the area and causing the features described above.</p> <p>Level 1 (1–4 marks) <i>At least one of the features indicating that glaciation might have happened is identified and described in a basic way. Any explanation of the link between the feature and glacial processes is very basic and does not show good understanding.</i> <i>As more features are described in a basic way, move up through the level.</i></p> <p>Level 2 (5–7 marks) <i>At least one factor is described clearly showing a clear understanding of the links between the feature and glacial processes.</i> <i>As more features are considered well, or as one feature’s links to glaciation are explained thoroughly, move the mark up through the level.</i></p>	(7 marks)

<p>2(c)</p>	<p>Notes for answers and mark scheme</p> <p>Periglacial environments are often cold enough to produce permafrost, where the soil is frozen throughout the year (1) apart from a shallow layer at the surface, which thaws during the short summer period (1). The thawed water cannot drain downwards because of the impermeable permafrost layer (1) so the surface becomes muddy and, if there is any slope to the surface, this layer can flow downhill under gravity (1). At the foot of the slope the flowing material slows down and spreads out, forming a lobe shape area of deposition (1).</p>	<p>(4 marks)</p>
<p>2(d)</p>	<p>Notes for answers</p> <p>Candidates might consider pressures such as:</p> <ul style="list-style-type: none"> •oil exploration and exploitation •tourism •the need for traditional hunters to live from a resource base that might be diminishing because of other forms of exploitation or because of global climate change. •transport – pipelines, northwest passage •commercial fishing and associated on-shore activities •alteration of river regimes for irrigation, as in Siberia etc. <p>Level 1 (1–6 marks) <i>The answer is basic. At least one reasonable form of exploitation is outlined. Examples, where given, are not developed in detail and not used to illustrate general principles of exploitation.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear. At least one form of exploitation is described in a way that shows understanding of the form and the way it has been developed in an area. If clear details of exploitations in particular places are given the answer should move up through the level. With more than one form of exploitation explained clearly the answer should also move up though the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed. More than one form of exploitation is explained clearly, showing good understanding of the exploitation in a case study area and of the general principles illustrated by that area. The answer shows that the candidate thinks and writes as a geographer.</i></p>	<p>(15 marks)</p>

Question 3

<p>3(a)</p>	<p>Notes for answers and mark scheme Tides are movements up and down, about twice daily, of the water adjacent to the coast (1). They are caused by the gravitational pull of the moon (1). The active area of coastal erosion lies more or less within the area between the points of lowest and highest tides (1). Only if the high tides reach the cliff line the cliffs will gradually be eroded back (1). Between high and low tide the main processes of transport, abrasion, attrition, sorting, etc. by marine processes will take place (1).</p>	<p>(4 marks)</p>
<p>3(b)</p>	<p>Notes for answers</p> <p>The surface of the land appears to slope moderately steeply to the sea. On the headlands this slope continues unbroken to the coast, but in other places the sea appears to have eroded the coastline back to form cliffs. The general land surface will have been formed by sub-aerial processes of weathering and erosion, mainly due to runoff of rainwater, and weathering and mass-wasting.</p> <p>The cliffs along this stretch of coast are formed in steeply dipping, almost vertical beds of rock. In some places, where a hard layer of rock forms the cliff, it is almost vertical. In some places stacks and stumps can be seen just in front of the cliff line. In Figure 4 it seems as though one or more arches may have formed or be forming as the sea picks out a layer of softer rock.</p> <p>The Stacks are not ‘text book’ examples because the vertical strata make them more like thin slabs which are easy to erode by the marine processes of hydraulic action, abrasion and attrition. Sub-aerial processes do not seem to be having much influence on the cliffs today as they do not appear to have been worn down much more than they were by the general slope of the land surface...until the surface is interrupted by the cliff line.</p> <p>Level 1 (1–4 marks) <i>At least one of feature of the coastline is outlined although any explanation of the processes forming features is no more than basic. As more features are outlined and given a basic explanation, move up through the level.</i></p> <p>Level 2 (5–7 marks) <i>At least one feature is described well with a clear explanation of the processes that were responsible for its formation. As more features are explained well, or as one feature is explained thoroughly, move the mark up through the level.</i></p>	<p>(7 marks)</p>
<p>3(c)</p>	<p>Notes for answers and mark scheme e.g. groynes Groynes are low walls built out at right angles to the coast, across a beach (1). They are designed to stop, or slow down the process of long shore drift (1) and trap the sand or gravel on that beach (1).</p>	<p>(4 marks)</p>

	Without the groyne swash moves material up the beach at the angle of the winds, then backwash moves it straight back down to the sea (1). Repeated over time this moves the material along the coast, in the direction of the most frequent powerful waves (1). By interrupting this process of longshore drift and trapping the sand the groyne protect the beach and the coastline (1).	
3(d)	<p>Notes for answers</p> <p>Candidates might consider:</p> <ul style="list-style-type: none"> •beach feeding •replanting sand dunes •protecting sand dunes by covering them with recycled materials or with protective coverings •managed retreat •dredging to build off-shore bars <p>Level 1 (1–6 marks) <i>The answer is basic. At least one reasonable method of management is outlined. Examples, where given, are not developed in detail and not used to illustrate general principles of management.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear. At least one method of management is described in a way that shows understanding of the scheme and the way it can be applied. If clear details of applications in particular places are given the answer should move up through the level. With more than one management technique explained clearly the answer should also move up though the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed. More than one management technique is explained clearly, showing good understanding of the application in a case study area and of the general principles illustrated by that area. The answer shows that the candidate thinks and writes as a geographer.</i></p>	(15 marks)

Question 4

4(a)	<p>Notes for answers and mark scheme</p> <p>At around 30° (1). On the West side of continents (1), except for Sahara which spreads right across Africa (1). In the belt of easterly winds (1). In the tropical high pressure areas (1), etc.</p>	(4 marks)
4(b)	<p>Notes for answers and mark scheme</p> <p>Air that has risen at the ITCZ sinks down at about 30° from the equator (1). As it sinks it is warmed by compression (1). This allows it</p>	(4 marks)

	<p>to hold more water vapour so makes it a low relative humidity (1). It does not lose heat by evaporation, because rain has fallen from the air at the ITCZ (1), so it can often ends up hotter than it was in the zone of the overhead sun (1), etc.</p>	
<p>4(c)</p>	<p>Notes for answers Steep slopes on the edge of the highlands, with exposed rock, which might show evidence of rounding and wind abrasion, as on the left edge of the photo. Gullies cut into these steep slopes in some places. Rocky debris slope in the foreground. Sandy debris slope in the right background. Flat, sandy plain in the centre (which might be the Wadi Rum of the caption), possibly sinking to a water course in the middle of the wadi. Some perched boulders on pillars in the foreground. Again these might show evidence of wind abrasion picking out soft rock strata.</p> <p>The gullies on the edge of the highland look like they have been eroded by flash flooding. The broad wadi is probably eroded by water in a period of heavier rainfall than at present.</p> <p>The sand might have been moved into the centre of the wadi by wind or by water, but it has probably been shaped by water movement , as there is possible evidence of a stream course.</p> <p>The sand that appears to be forming fans at the mouths of the gullies in the right background may well have been washed out of the gullies by flash floods.</p> <p>Level 1 (1–4 marks) <i>At least one of the features of the landscape is described reasonably well.</i> <i>At least one effect of wind or water is outlined although none of the effects is explained in any more than a basic way.</i> <i>As more features/processes are given a basic outline, move up through the level.</i></p> <p>Level 2 (5–7 marks) <i>At least one feature is described clearly and linked clearly to an understanding of a process.</i> <i>As more features are described and explained, or as one feature is described and explained thoroughly, move the mark up through the level.</i></p>	<p>(7 marks)</p>
<p>4(d)</p>	<p>Notes for answers Candidates might:</p> <ul style="list-style-type: none"> •describe a system in a desert margin in a more developed country •describe a system in a desert margin in a more developed country •show how the problems of low water supply are dealt with •show how the issue of high temperatures (and/or big temperature range) is dealt with •explain what is meant by ‘sustainable’ •consider ways in which each system is sustainable and ways in which each is not 	<p>(15 marks)</p>

	<p>Level 1 (1–6 marks) <i>The answer is basic. At least one reasonable system is outlined. References to the sustainability of the systems, are not developed in detail and not used to illustrate general principles of sustainable management.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear. The two systems are described in a way that shows clear knowledge and understanding of the issue of sustainability in at least one. If clear understanding of sustainability issues in both places is shown the answer should move up through the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed. Both systems are described in detail and the issues of sustainability are explained clearly, with reference to both areas. Good understanding of the general principles of sustainable agriculture is illustrated by the case studies. The answer shows that the candidate thinks and writes as a geographer.</i></p>	
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Question 5

5(a)	<p>Notes for answers</p> <p>Comments might refer to points such as:</p> <ul style="list-style-type: none"> •high growth rates in unstable places like Afghanistan, Gaza, Somalia •fairly high growth rates in Sub-Saharan Africa •although these are not as high as they one were •generally low growth rates in developed countries •negative rates in some East European countries •negative rate in HIV/Aids influenced S Africa <p>Level 1 (1–3 marks) <i>At the bottom of the level the range of growth rates is observed but the comments add little or nothing to the observation. At the top of the level basic comments are made, which expand on the observations.</i></p> <p>Level 2 (4–6 marks) <i>At the bottom of the level one clear reason for the range of rates is given. At the top of the level the difference and range is well and thoroughly explained.</i></p>	(6 marks)
5(b)	<p>Notes for answers mark scheme (Note that the question should have said "...are the other rates....") Death rate (1). Immigration rate (1) Emigration rate (1) (BR + IR) – (DR + ER) expressed as a percentage (1).</p>	(4 marks)

<p>5(c)</p>	<p>Notes for answers Points could include: •falling work force •ageing population •Shrinking school age population •increased need for care of old people •falling tax base •need for immigration to maintain services etc.</p> <p>Level 1 (1–3 marks) <i>At the bottom of the level, basic points are raised but these are not developed.</i> <i>At the top of the level, some basic discussion is provided.</i></p> <p>Level 2 (4–5 marks) <i>Points are discussed clearly, with reference to alternative viewpoints.</i></p>	<p>(5 marks)</p>
<p>5(d)</p>	<p>Notes for answers Candidates might consider: •age structure •ethnic group structure •class structure •housing tenure •rateable values •distribution of prices of houses etc.</p> <p>They may go on to look at aspects of welfare including: •health care services •education •support for the elderly •ethnic issues •access to jobs, shops, etc.</p> <p>Level 1 (1–6 marks) <i>The answer is basic.</i> <i>At least one reasonable aspect of housing or population structure is considered.</i> <i>Any mention of social welfare is basic and does not show a clear understanding of the differences between areas</i> <i>Examples, where given, are not developed in detail.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear.</i> <i>At least one aspect of housing or population structure is compared clearly in a way that shows understanding of the differences.</i> <i>If clear links are made to social welfare the answer should move up through the level.</i> <i>If more than one aspect of social welfare is linked and explained clearly the answer should also move up though the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed.</i></p>	<p>(15 marks)</p>

	<p><i>There is a well developed understanding of the differences between the two chosen area and the way that different factors are inter-related</i> <i>The answer shows that the candidate thinks and writes as a geographer.</i></p>	
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Question 6

6(a)	<p>Notes for answers Points from the graph could include: •fertiliser inputs rose fairly steadily from 1974 to 1997 •then they fell fairly steadily •and by 2006 they were less than in 1974 •yields also rose steadily from 1974 to 1982 •and then the rise levelled off until 2000 •and has since fallen slightly •the number of birds fell rapidly between 1976 and 1987 •since when it has continued to decline, but at a slower rate</p> <p>There are many ways in which these might be linked, but none of the links can be proved by this data.</p> <p>Level 1 (1–3 marks) <i>At the bottom of the level a number of different changes are recognised. At the top of the level at least one sensible link between observations is suggested.</i></p> <p>Level 2 (4–6 marks) <i>At the bottom of the level at least one link between different aspects of the data is considered. As more clear links are developed the mark moves up through the level.</i></p>	(6 marks)
6(b)	<p>Notes for answers Reasons might include: •a need to increase food production to meet the needs of a growing population •or to meet the needs of a growing export market •pressure from TNC seed companies •pressure on farmers from nationalistic and modernising governments •a concern about the implications for the environment of the spread of genetically modified seeds •a concern that genetic modifications might affect consumers •fear of the unknown •etc.</p> <p>Level 1 (1–3 marks) <i>At the bottom of the level at least one basic reason for a position is outlined.</i> <i>At the top of the level at least one view on either side is outlined with some accuracy shown.</i></p> <p>Level 2 (4–5 marks) <i>At the bottom of the level one reason for one point of view is</i></p>	(5 marks)

	<p><i>explained clearly.</i> <i>At the top of the level at least one reason for each point of view is explained clearly.</i></p>	
6(c)	<p>Notes for answers and mark scheme Name of one relevant TNC (1). First clear statement of an aspect of its role (1). Further clear statement of an aspect (1). Clear understanding of the globalising economy (1).</p>	(4 marks)
6(d)	<p>Notes for answers Examiners should look for:</p> <ul style="list-style-type: none"> •naming of two countries •a contrast between the two countries •the political/ economic systems of the two •how this affects agricultural management •their success in providing a system for import of food to meet any gaps that occur between production and consumption •the success, or not, of the countries in providing adequate food supplies for their populations etc. <p>Level 1 (1–6 marks) <i>The answer is basic.</i> <i>Counties are named and some relevant references are given to the food supply situation in one or both of the countries, but any references to management of the systems are basic and do not show any depth of understanding of either country.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear. At least one country's method of management of its food supply is described in a way that shows understanding. If clear details of one country are developed the answer should move up towards the middle of the level.</i> <i>When management in two countries is considered clearly the answer should also move towards the top of the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed.</i> <i>The two countries are discussed and compared in a way that shows good geographical understanding of both places</i></p>	(15 marks)

Question 7

7(a)	<p>Notes for answers Points from the data include:</p> <ul style="list-style-type: none"> •the % generated from renewable sources rose slowly, and erratically, from 1990 to 1997 •the rate of increase then increased, and became steadier, from 1997 to 2006 •the % increased by over 100% between 1990 and 2005 •the % generated by non-HEP sources increased by more than 700% over the same period 	(6 marks)
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	<p>Reasons include:</p> <ul style="list-style-type: none"> •threat of exhaustion of non-renewables •threat of emissions causing climate change •international agreements •government policy within this country... •including subsidies for renewable energy etc. <p>Level 1 (1–3 marks) <i>At the bottom of the level a number of different changes are recognised.</i> <i>At the top of the level at least one sensible reason for these changes is suggested.</i></p> <p>Level 2 (4–6 marks) <i>At the bottom of the level at least one explanation of the changes is considered clearly.</i> <i>As more explanations are developed the mark moves up through the level.</i></p>	
<p>7(b)</p>	<p>Notes for answers</p> <p>Wind farms might be welcomed because:</p> <ul style="list-style-type: none"> •people are concerned about the issues of climate change and/or exhaustion of non-renewables •there are profits to be made from wind farms •the wind farms will not be obtrusive •good publicity campaigns mounted by the developers •some people find such developments elegant and modern <p>People might be opposed because:</p> <ul style="list-style-type: none"> •Nimbyism •threat to birdlife and other ecological consequences •concern about the economic viability of wind farms •concern about their interference with radar, radio, etc. •concern about the infrastructure destroying more land than the farms themselves <p>Level (1–3 marks) <i>At the bottom of the level at least one reason for one point of view is given in a basic way.</i> <i>At the top of the level there is a contrast between the positions of the two groups, but this does not show a clear understanding of the issue.</i></p> <p>Level 2 (4–5 marks) <i>If one position is clearly outlined, with some contrast in points of view, award the bottom of the level.</i> <i>If clear reasons are given for each point of view award the top of the level.</i></p>	<p>(5 marks)</p>

7(c)	<p>Notes for answers and mark scheme</p> <p>Name of one relevant TNC (1). First clear statement of an aspect of its role (1). Further clear statement of an aspect (1). Clear understanding of its different roles in countries at different stages of development (1).</p>	(4 marks)
7(d)	<p>Notes for answers</p> <p>Examiners should look for:</p> <ul style="list-style-type: none"> •naming of two countries •a contrast between the two countries •the political/ economic systems of the two •the resource bases of the two •how this affects energy policy •their success in providing a reliable energy supply to meet their needs now •how well they appear to be providing for energy security in the future etc. <p>Level 1 (1–6 marks) <i>The answer is basic.</i> <i>Counties are named and some relevant references are given to the energy supply situation in one or both of the countries, but any references to management of the systems are basic and do not show any depth of understanding of either country.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear.</i> <i>At least one country’s method of management of its energy supply is described in a way that shows understanding.</i> <i>If clear details of one country are developed the answer should move up towards the middle of the level.</i> <i>When management in two countries is considered clearly the answer should also move towards the top of the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed.</i> <i>The two countries are discussed and compared in a way that shows good geographical understanding of both places</i></p>	(15 marks)

Question 8

8(a)	<p>Notes for answers</p> <p>Points from the data include:</p> <ul style="list-style-type: none"> •the UK spends 8.3% of GDP on health/ USA spends almost twice as much and Cuba spends about 25% less •in UK and Cuba about 12% of health expenditure is private, but the USA has a proportion over 4x higher •all countries have a fairly low infant mortality rate but I the US it is 40% higher than in the UK and Cuba •average life expectancy is the same for US and Cuba and slightly 	(6 marks)
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	<p>higher in the UK etc.</p> <p>Level 1 (1–3 marks) <i>At the bottom of the level a number of differences are recognised. At the top of the level at least one sensible reason for these differences is suggested.</i></p> <p>Level 2 (4–6 marks) <i>At the bottom of the level at least one explanation of the differences is considered clearly. As more explanations are developed the mark moves up through the level.</i></p>	
8(b)	<p>Notes for answers Reasons might include:</p> <ul style="list-style-type: none"> •differences in level of spending on health care •differences in level of immunisation against infectious diseases •levels of sanitation •levels of education, especially for women and especially with regard to basic hygiene •the spread of HIV/Aids shows different rates in different countries <p>Level 1 (1–3 marks) <i>At the bottom of the level at least one reason for infant death rates in one of the countries is given in a basic way. At the top of the level there is a contrast between the reasons for infant death rates in the different countries, but this does not show a clear understanding of the issue.</i></p> <p>Level 2 (4–5 marks) <i>If one aspect of the differences in death rates is clearly outlined, with some contrast between the two countries, award the bottom of the level. If clear reasons are given for the different death rates, with clear details about each of the countries, award the top of the level.</i></p>	(5 marks)
8(c)	<p>Notes for answers and mark scheme Name of one relevant TNC (1). First clear statement of an aspect of its role (1). Further clear statement of an aspect (1). Clear understanding of its different roles in countries at different stages of development (1).</p>	(4 marks)
8(d)	<p>Notes for answers Examiners should look for:</p> <ul style="list-style-type: none"> •clear naming of a local area and the health care authority •a description of the health care facilities provided •a consideration of how access by different groups might be affected by their level of income, whether they have access to private cars, their level of education, their level of understanding of the system and so on •consideration of how the above might be affected by age, sex, etc. as stated in the question 	(15 marks)

	<p>•consideration of what the health authorities are doing to overcome any barriers</p> <p>Level 1 (1–6 marks) <i>The answer is basic.</i> <i>At least one issue regarding access to health care is outlined.</i> <i>At least one reasonable method of management is outlined.</i> <i>Examples, where given, are not developed in detail and not used to illustrate general principles of management.</i></p> <p>Level 2 (7–12 marks) <i>The answer is clear.</i> <i>At least one issue and its management is described in a way that shows understanding of the situation.</i> <i>If more issues are examined clearly the answer should move up through the level.</i> <i>If more than one aspect of attempts to improve accessibility is explained clearly the answer should also move up through the level.</i></p> <p>Level 3 (13–15 marks) <i>The answer is detailed.</i> <i>More than one issue and the management's responses to those issues are explained clearly, showing good understanding of the area and of the general principles illustrated by that area.</i> <i>The answer shows that the candidate thinks and writes as a geographer.</i></p>	
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