GCE

# Geography Specification B

# Mark Schemes for the Units

# January 2007

Any enquiries about publications should be addressed to:

# CONTENTS

## Advanced GCE Geography B (7833)

## Advanced Subsidiary GCE Geography B (3833)

## MARK SCHEMES FOR THE UNITS

**Mark Scheme 2687**
**January 2007**

**Notes for Examiners**

The following notes, specific to the "Physical Systems and their Management" module (2687) should be read in conjunction with 'Instructions to Examiners' provided by OCR. Please follow all the instructions regarding administration and timing carefully.

Your attention is drawn to the opening statement of Module 2687 in the Specification:

> *This module is designed to build on studies of physical geography already undertaken at GCSE… It requires a deeper understanding of physical processes… their influence on environments and people's responses to them.*

The questions seek to reflect this in their use of resources and the standard of answers expected.

As Centres are encouraged to select their own case studies within the scale and place requirements of the Specification, Examiners should be prepared to accept a wide range of examples appropriate to the question. This point is further emphasised in the rubric, which states that '*credit will be given for sketch maps, diagrams, and examples of places that you have studied, provided that they illustrate your answer*'.

When using the Levels mark scheme, a candidate should be awarded full marks for a level where the requirements have been met. The suggestions of possible answers given in the mark scheme are for guidance only and it is not expected that even the best candidates will cover all of the possible points. High quality answers that show good relevant geographical knowledge and understanding should be awarded full marks. This may apply to unforeseen answers. If in doubt do not hesitate to contact your Team Leader.

Where a candidate exceeds a lower level, but does not fulfil the requirements of the next level, an intermediate mark should be awarded. Professional judgement should be used where the answer departs from the expected response but is still valid geographically.

**Section A**

Answer **two** questions.

**1**    **Atmospheric Systems and People**

    **(a)**    **Study Fig.1. Describe the pattern of temperatures shown.**                    **[9]**

- Spatial patterns are clear – concentric around the central heat island but there are anomalies in NE
- Temps decline with distance from centre
- Anomalies/distortions may be rivers eg R.Lea, open countryside
- Max & Min data is also included

**Level 3 (8-9 marks)**
A detailed description, referring to distance/direction and data, of the general overall pattern of temperatures and identifies anomalies.

**Level 2 (5-7 marks)**
A sound description of the general pattern with limited use of distance/direction but quoting some or all the figures. Some anomalies considered.

**Level 1 (1-4 marks)**
A basic attempt that describes a simple pattern in a limited way with only vague, if any, reference to anomalies.

    **(b)**    **Suggest reasons for the pattern of temperatures shown on Fig. 1.**                    **[9]**

- Heat island effect caused by urban/industrial concentrations (heat output, use of machines that give off heat, buildings absorbing heat etc)
- Role of physical geography eg valleys, relief
- Role of wind direction – SW prevailing
- General pattern V explaining anomalies

**Level 3 (8-9 marks)**
A detailed understanding of the cause of urban heat island with at least two reasons. Reference to anomalies with clear cause-effect explanation.

**Level 2 (5-7 marks)**
A sound understanding of the cause of urban heat island with one or more reasons. Begins to consider other factors which may explain anomalies with limited cause-effect explanation.

**Level 1 (1-4 marks)**
A basic or vague understanding of the cause of urban heat island with limited reasoning. Limited reference to anomalies.

(c) **Describe and explain the weather associated with either low pressure or high pressure atmospheric systems in the British Isles.** **[12]**

LOW pressure:
- Idea of frontal rainfall linked to existence of fronts
- Uplift producing clouds – range of types at the fronts
- Strong winds – gusting and changing direction
- Limited sunshine but rarely fog/frost
- Fast moving and limited in extent

HIGH pressure:
- Summer – winter contrast
- Sinking air so clear skies, calm and dry
- Fog and frost are common
- Can lead to summer thunderstorms

**Level 3 (10-12 marks)**
A detailed understanding of a range of weather associated with the pressure system well related to cause-effect. Some evidence of linkage to the British Isles.

**Level 2 (6-9 marks)**
A sound understanding of at least two weather features associated with the pressure system with some relationship to cause-effect. Limited, if any, evidence of linkage to the British Isles.

**Level 1 (1-5 marks)**
A basic or vague understanding of one or more weather features associated with the pressure system. Largely descriptive with limited appreciation of the reasons.

## 2    Landform Systems and People

(a) **Study Fig. 2. Describe how human activity can increase the risk of flooding.** **[9]**

- Human activity is described in the article – building on floodplains but also mentions global warming, road building, farming, removing trees and altering drainage
- Causes include creation of impervious surfaces leading to more runoff but also reducing: lag times, infiltration etc as well as diverting channels
- Simply occupying flood prone areas increases the risk
- Expect some may include global warming

**Level 3 (8-9 marks)**
Detailed understanding and description of a range of human activities well linked to why they increase the risk. Clear cause and effect.

**Level 2 (5-7 marks)**
A sound understanding and description of at least two human activities linked to why they increase the risk. Some attempt at cause and effect.

**Level 1 (1-4 marks)**
A basic or vague understanding and description of one or more human activities linked in a limited way to why they increase the risk.

**(b)** **Explain the ways in which rivers can be managed in order to reduce the risk of flooding.**     **[9]**

- Channel management eg levees, diversions, flood schemes etc
- Drainage basin management eg afforestation, drains etc
- Large scale schemes eg dams
- Stress is on rivers rather than human activities

**Level 3 (8-9 marks)**
A detailed explanation that shows an understanding of the way a river can be managed to reduce flood risk. Detailed cause-effect can be expected. A clear focus on the river should be offered. Well located exemplification will be offered.

**Level 2 (5-7 marks)**
A sound explanation that shows some understanding of the way a river can be managed to reduce flood risk. A limited attempt at cause-effect can be expected. A limited focus on the river or description of the channel management may be offered.

**Level 1 (1-4 marks)**
A basic or vague explanation that shows limited understanding of the way a river can be managed to reduce flood risk. Largely descriptive.

**(c)** **Using examples from a named river basin and with the aid of diagrams, describe and explain the formation of two landforms associated with fluvial processes.**     **[12]**

The answer will depend on the example, but landforms should be recognisably appropriate for the drainage basin chosen.

- View this as 6 + 6 marks
- Clearly the use of the diagrams cf text will vary. If only a labelled diagram then max 2 out of 6 but full marks are possible for a well annotated diagram
- Landforms might include: waterfalls, meanders, gorges, ox-bow lakes, deltas, levees, yazoo, terrace etc
- Be wary of two features of one landform eg plunge pool and undercut

**Level 3 (10-12 marks)**
A detailed description (with some idea of scale/size) of a well located landform and detailed explanation of its formation. Clear cause-effect. Accurate diagram of the landform given.

**Level 2 (6-9 marks)**
A sound description of a landform and some explanation of its formation. Limited cause-effect. Diagram of the landform may be limited.

**Level 1 (1-5 marks)**
A basic or superficial description and explanation of the landform. Basic or inaccurate diagram.

**3     Coastal Systems and People**

**(a)     Study Fig. 3. Identify and briefly describe the coastal landforms shown on Fig. 3.**          **[9]**

- Chalk headland scenery
- Erosional features include: cliffs, caves, coves/bay arches, stacks, wave cut platform etc
- Depositional features include: beach, beach levels.

**Level 3 (8-9 marks)**
A detailed and accurate description of a range of features shown in the photograph. Good use of descriptive terms and geographical terminology.

**Level 2 (5-7 marks)**
A sound description of the landscape with at least three features described in some detail with some linkage to the features associated with chalk headland scenery OR a wide ranging 'list' of features.

**Level 1 (1-4 marks)**
A basic description of the landscape with generic features listed eg cliff. Limited or vague understanding of features associated with chalk headland scenery.

**(b)     Explain the processes of erosion involved in the formation of coastal landforms.**          **[9]**

This is general but candidates may refer to the photograph. Be wary of text descriptions of stack formation – this is likely to be a level one approach. The thrust is on explaining processes of erosion.

- Marine erosional processes: attrition, corrosion, solution, hydraulic etc

- Other processes: river erosion, wind, mass movement, human activity

**Level 3 (8-9 marks)**
A detailed understanding of processes (with accurate terminology) carefully linked to the formation of particular landforms or explained as a generic process. Cause-effect will be clear. At least two broad groups of processes should be considered.

**Level 2 (5-7 marks)**
A sound understanding of processes (with terminology) linked to the formation of one or more landforms. Cause-effect will be limited.

**Level 1 (1-4 marks)**
A basic or vague understanding of processes poorly linked to the formation of landforms. Much will be generic ie stack formation

**(c)** **Using a named coastal area, describe and explain the methods being used to manage coastal erosion.** **[12]**

- Clearly methods will vary with the choice of coastline
- Hard engineering methods eg breakwaters, seawalls, tetrapods, gabions etc
- Soft engineering eg beach replacement
- Planned retreat
- Credit well annotated diagrams

**Level 3 (10-12 marks)**
A detailed description of the methods and a detailed explanation of how they manage coastal erosion. At least two methods should be analysed showing clear cause and effect. Well linked to a named coastline.

**Level 2 (6-9 marks)**
A sound description of the methods and a limited explanation of how they manage coastal erosion. At least two methods should be analysed showing some cause and effect. Max. if no named coastal area.

**Level 1 (1-5 marks)**
A basic or vague description of the methods and little explanation of how they manage coastal erosion. Much will be generic showing little understanding of cause and effect.

**Section B.**

Answer **one** question.

**Either**

4     **Consider the view that managing one part of a physical system can create problems elsewhere. Use examples to illustrate your answer.**        **[30]**

- This may refer to one or more of the systems
- Can be considered on a local/small scale or large scale
- Basic concept is that changing one part of an open or closed system can alter the inputs etc elsewhere in the system
- Expect lots of Barton or Spurn head style answers

**Level 5 (27-30 marks)**
A detailed and well structured, logical and balanced essay with specific relevant detail and good understanding of the interrelationships within systems. A considered assessment or evaluation is given, of the effect on the system(s). Detailed case studies used to exemplify the points. Uses appropriate terminology in almost faultless English to communicate ideas.

**Level 4 (21-26 marks)**
A good well structured and balanced essay with specific relevant detail and clear understanding of the interrelationships within systems. An assessment or evaluation is given, of the effect on the system(s). Case studies used to exemplify the points. Uses some appropriate terminology in effective English to communicate ideas.

**Level 3 (15-20 marks)**
A sound structured and balanced essay with limited relevant detail and some understanding of the interrelationships within systems. A limited assessment or evaluation is given, of the effect on the system(s). Limited use of case studies to exemplify the points. Language is reasonably accurate but there may be some weaknesses.

**Level 2 (9-14 marks)**
A basic structured essay with limited relevant detail and limited understanding of the interrelationships within systems. Little, or vague, use of case studies to exemplify the points. Over-descriptive approach with no clear evaluation or judgement. Some structure, but there are weaknesses in English and the answer may lack a clear focus.

**Level 1 (1-8 marks)**
Simple and incomplete discussion with little understanding of the concepts involved. Very limited geographical knowledge or examples. Poor, if any, structure and poor quality of language with obtrusive errors.

**5**   **Why does the management of water supply require a good understanding of both atmospheric and hydrological conditions ?**                                    **[30]**

- Water supply is a balancing of demand and supply. Management is needed when they don't balance.
- Supply side links to hydrology and weather (precipitation + rates of evaporation)
- Management may involve new sources eg acquifers, storage, transfer, restrictions etc
- Some locational exemplification is expected

**Level 5 (27-30 marks)**
A detailed and well structured, logical and balanced essay with specific relevant detail and good understanding of the interrelationships within and between the two systems and water management. A considered assessment or evaluation is given, of the level of understanding needed. Detailed case studies used to exemplify the points. Uses appropriate terminology in almost faultless English to communicate ideas.

**Level 4 (21-26 marks)**
A good well structured, logical and balanced essay with specific relevant detail and clear understanding of the interrelationships within and between the two systems and water management. An assessment or evaluation is given, of the level of understanding needed. Case studies used to exemplify the points. Uses some appropriate terminology in effective English to communicate ideas.

**Level 3 (15-20 marks)**
A sound structured and balanced essay with limited relevant detail and some understanding of the interrelationships within and between the two systems and water management. A limited assessment or evaluation is given, of the level of understanding needed. Limited use of case studies to exemplify the points. Language is reasonably accurate but there may be some weaknesses.

**Level 2 (9-14 marks)**
A basic structured essay with limited relevant detail and limited understanding of the interrelationships between the two systems and water management. Little, or vague, use of case studies to exemplify the points. Over-descriptive approach with no clear evaluation or judgement. Some structure, but there are weaknesses in English and the answer may lack a clear focus.

**Level 1 (1-8 marks)**
Simple and incomplete discussion with little understanding of the concepts involved. Very limited geographical knowledge or examples. Poor, if any, structure and poor quality of language with obtrusive errors.

**Mark Scheme 2688
January 2007**

**1**    **(a)**    **Use Fig. 1 to help describe the main features of the 'just-in-time' principle of manufacturing and how they differ from more traditional methods of mass production.**                                                            **[9]**

Candidates may mention:

- Multi-skilled/flexibility of workforce
- Higher skill level, probably smaller
- Constant delivery of high quality components
- Former high stocks, 'just in case'
- Responding to feedback from market/made to demand
- Former production of range for customer to choose from
- Many points possible – reward if valid, especially highlighting contrast

**Level 3 (8-9 marks)**
Covers supplies, manufacturing and consumers
Highlights differences between JIT and former methods
Sound development of resource beyond words given, and/or own exemplification

**Level 2 (5-7 marks)**
Covers at least two areas from diagram
Mentions earlier methods but not clearly highlighting differences
Uses material from resource, but largely rewording

**Level 1 (1-4 marks)**
Only one area covered, or ultra simple if more
No clear indication of former methods
Largely repetition of words from resource with no development

   **(b)**    **Suggest in what ways 'just-in-time' manufacturing might lead to economic change.**                                                            **[9]**

Candidates may mention:

- Need for nearby suppliers – stimulates component manufacture/industrial parks
- Well trained workforce needed – encourages colleges, business parks
- High quality management & legal teams – creates highly paid jobs
- Market needs to be close – encourages retail parks/shopping centres
- or near fast communications to market – stimulates road/rail/air/container development
- Responds to market – creates jobs in market research, R&D
- All above lead to regional multiplier
- Allow points on decline, if supported similarly to above points

**Level 3 (8-9 marks)**
Clear linkage of JIT characteristics with two or more employment/investment opportunities
Good explanation showing sound understanding
Explains multiplier effect or illustrates with examples

**Level 2 (5-7 marks)**
Clear linkage of one aspect of JIT with increased opportunities or mentions more unclearly
Partial explanation with gaps in understanding
Multiplier mentioned but not clear or thin illustration

**Level 1 (1-4 marks)**
Aspects of JIT identified but not clearly linked to increased opportunity
Little explanation with very basic understanding
Little or no attempt to introduce multiplier or any illustration

**(c)**   **With reference to one or more countries that you have studied, explain how inward investment may change the economic activity at regional and national scales.**     **[12]**

Candidates may mention:

- LEDC, MEDC and NIC examples all valid
- Depending on example will show increase in proportion of employment/earning from manufacturing
- And/or service sector – either direct services or in support of manufacturing
- Investment in agriculture valid if change in capitalisation made
- Economic impact in terms of potential increase in consumer spending
- Different scales included – allow very local as regional

**Level 3 (10-12 marks)**
Clear and place specific country references
Explanation clear with good understanding
More than one scale covered in some degree of detail

**Level 2 (6-9 marks)**
Reference to one or more countries, but detail more generalised
Some explanation but with clear gaps or superficial
One scale clear with no other in any detail or scale not addressed

**Level 1 (1-5 marks)**
Examples just country names with no detail
Explanation not clear or over simple
Scale not really considered

2 (a) **What are the possible concerns of the public shown by the survey in Fig. 2?**
**[9]**

Candidates may mention:

- Provision of transport infrastructure, private public, congestion policies
- Construction of shopping centres, policies on out-of-town developments
- Policies on refurbishment of run down areas and new build on greenfield sites
- Controls on industrial emissions and vehicle exhausts
- Countryside issues – building on it, increasing distance from inner urban areas
- May prioritise – not a requirement but indicative of a higher level of reward

**Level 3 (8-9 marks)**
Links the responses to planning issues – may discuss policies, or link them together
Covers four major responses mentioned in the survey
Good detail on each, may be achieved by exemplification/clarification

**Level 2 (5-7 marks)**
Some responses linked to concerns
Several responses considered but may be gaps or overall superficiality
Partial detail or brief exemplification

**Level 1 (1-4 marks)**
Largely repetition of responses with little reference to concerns
Either very superficial or only one or two responses considered
Poor detail either by generic or place reference

(b) **Explain how two of the planning issues in Fig. 2 may cause changes in settlements.** **[9]**

Candidates may mention:

- Growth of suburban housing and village expansion increasing commuting
- Establishment of inner shopping centres or outer retail parks
- New good road infrastructure around the outer parts of settlements
- Pressure of vehicles in centres – inability to build new roads, cope with volume or emissions
- House building mainly by private developers aimed at high end of market
- Expansion of fringe housing increased access to countryside for some, made it more remote from inner areas

**Level 3 (8-9 marks)**
Includes two changes or trends in cities and/or towns and/or villages in depth
Explanation clear over a range of points
Good exemplification either by detailed generic description or place specifics

**Level 2 (5-7 marks)**
Sound but both limited or strong imbalance
Some sound explanation but either restricted in scope or more superficial if broader
Some exemplification but either narrow or lacking detail if more extensive

**Level 1 (1-4 marks)**
Only one change or both only in very general terms
Explanation weak by being either very restricted or superficial
Little if any exemplification of any kind

**2** **(c)** **For one or more examples of planning schemes that you have studied, suggest how successful they have been.** **[12]**

Candidates may mention:

- Change may be MEDC, LEDC or both
- Planning response clearly linked to a change
- Migration and responses to homelessness, informal settlement likely in LEDCs
- New towns or redevelopment likely in MEDCs
- Neighbourhood units to create sense of community
- New housing built alongside and at same time as industrial estates

**Level 3 (10-12 marks)**
Includes need for change, planning response and degree of success
Detail clear over a range of points made
Clear, place specific references

**Level 2 (6-9 marks)**
May be weak on one of need for change, response or success
Some sound detail but with either gaps or lacking clarity
Some sound references, but not complete

**Level 1 (1-5 marks)**
One or two valid points but missing most requirements of the question
Detail very thin or restricted
Little if any exemplification, may be settlement name only

**3** **(a)** **Use Fig. 3 to describe the relationship between development and the status and role of women.** **[9]**

Candidates may mention:

- High level of development also generally better for women
- Low development worse for women with exceptions
- Top 5 in development all in top 4 parliament and education, top 3 working time
- Of 2 lowest in development, one of them lowest for women also
- Netherlands high status for women – well developed
- Kenya low status for women – poorly developed
- South Korea exception – lower status of women than development suggests

**Level 3 (8-9 marks)**
A range of points covering high/low development and high/low status
A range of links between sets of indices clearly made – some qualification/reservation
Good use of resources, linked figures/countries quoted

**Level 2 (5-7 marks)**
Some imbalance on either high or low development, and or high/low status
Some links made but not fully clear
Some reference to figures/countries from resource

**Level 1 (1-4 marks)**
Focus on development or status with strong imbalance
Links not made, may be juxtaposed for reader to make link
Little by way of reference to information provided

**(b)** **Explain how changes in the status and role of women may influence fertility rates.** **[9]**

Candidates may mention:

- Higher status usually lower fertility rates
- Higher status/role linked to extended education – later marriage
- Higher status from establishing career – even later marriage and/or postponement of childbearing
- Employment takes time – no time for large family so fewer children
- Desire to focus income on high quality education for few children
- Increased status – greater materialism – less desire for children

**Level 3 (8-9 marks)**
A range of explanatory points made – with a focus on change
Explanation clear and full
Good detail usually supported by reference to examples

**Level 2 (5-7 marks)**
At least one sound explanatory point, may be others hinted at
Some explanation but with either gaps or unclear
Some detail that may include brief reference to examples

**Level 1 (1-4 marks)**
Valid points hinted at but not soundly made
Explanation very partial or over simple
Poor detail with little or no reference to examples

**(c)  For one EU country and one LEDC, explain why population trends may differ.**
**[12]**

Candidates may mention:

- Detail will depend very much on countries chosen
- Slow population growth in EU, high but slowing growth in LEDC
- Population growth linked to level of development, BR/DR & migration trends
- Age/sex structure, ageing populations, young populations
- Youth/age dependency

**Level 3 (10-12 marks)**
Two relevant countries contrasted in several aspects of population
Explanation clear and fairly full
Sound reference made to real places

**Level 2 (6-9 marks)**
Valid countries selected but imbalance on country focus/limited range of points
Sound explanation but with either gaps or some degree of superficiality
Some, but not extensive, reference to place

**Level 1 (1-5 marks)**
Countries selected but both thin and few trends
Explanation very narrow or superficial overall
Little or no place specifics

**4** **'Rapid population growth is the cause of all urban change.'**
**To what extent is this true?** **[30]**

Candidates may mention:

- Urban problems of housing, transport, waste disposal, food and water supply
- Many urban areas focus of migration by settlers in most fertile years
- Old established urban areas in need of renewal, infrastructure for different demands
- Many problems from social divides and segregation
- May be an MEDC/LEDC divide

**Level 5 (27-30 marks)**
Clear discussion of a range of urban problems related to population growth background
Exemplification in place specific detail sufficient to support variation of extent
Arguments balanced, reasoned with good logical ordering
There is a very good attempt to summarise or reach a conclusion
English expression is sound and clear in most places

**Level 4 (22-26 marks)**
Good discussion of urban problems mostly linked to population growth context
Sound exemplification with good detail with clear attempt at extent
Arguments balanced, but not all sides equally well or full
There is a sound attempt to summarise or reach a conclusion
Only minor lapses in English expression

**Level 3 (16-21 marks)**
Urban problems and population growth clear but linkage not fully clear
Some exemplification but support partial or thinner if more balanced
Tendency to argue one line but some evidence of extent
Some attempt to summarise or reach a conclusion
English is generally good, although there may be some weak sections

**Level 2 (9-15 marks)**
Limited urban problems weakly linked to limited population growth
Exemplification weak and insufficient to support balance
Attempts to reason and argue but with little evidence of extent
Very weak attempt to summarise or reach a conclusion
English is often awkward but some sound expression in places

**Level 1 (1-8 marks)**
Poor coverage of both urban problems and population growth with linkage unclear
Exemplification missing or too simple to give real support or any balance
Very simple reasoning with no discussion of extent
Little or no attempt to summarise or reach a conclusion
English is very simple with little sound expression

**5**     **'Globalisation means that it is more difficult to classify countries as either LEDCs or MEDCs.'**
      **How far do you agree with this statement?**                     **[30]**

      Candidates may mention:

- Demonstrate countries 'develop' over time
- Various indicators allow agreed classification
- New 'collections' of indicators emerge giving new classifications
- Globalisation tends to spread employment, wealth, culture and lifestyles
- Great differences still exist between countries on many measures

**Level 5 (27-30 marks)**
Clear discussion of a range of measures/classification related to globalisation
Exemplification in place specific detail sufficient to support variation in agreement
Arguments balanced, reasoned with good logical ordering
There is a very good attempt to summarise or reach a conclusion
English expression is sound and clear in most places

**Level 4 (22-26 marks)**
Good discussion of classification mostly linked to considerations of globalisation
Sound exemplification with good detail with clear attempt at degrees of agreement
Arguments balanced, but not all sides equally well or full
There is a sound attempt to summarise or reach a conclusion
Only minor lapses in English expression

**Level 3 (16-21 marks)**
Classification and globalisation present but linkage not fully clear
Some exemplification but support partial or thinner if more balanced
Tendency to argue one line but some evidence of possibility of degree of agreement
Some attempt to summarise or reach a conclusion
English is generally good, although there may be some weak sections

**Level 2 (9-15 marks)**
Limited understanding of classification weakly linked to globalisation
Exemplification weak and insufficient to support balance
Attempts to reason and argue but with little evidence of degree of agreement
Very weak attempt to summarise or reach a conclusion
English is often awkward but some sound expression in places

**Level 1 (1-8 marks)**
Poor coverage of both classification and globalisation with linkage unclear
Exemplification missing or too simple to give real support or any balance
Very simple reasoning with no discussion of degree of agreement
Little or no attempt to summarise or reach a conclusion
English is very simple with little sound expression

**Assessment Objectives**

**January 2007**

| Question | | AO1 Knowledge | AO2 Understanding | AO3 Application | AO4 Skills | Total |
|---|---|---|---|---|---|---|
| 1 | (a) | 2 | 1 | 3 | 3 | 9 |
| | (b) | 3 | 2 | 1 | 3 | 9 |
| | (c) | 5 | 2 | 1 | 4 | 12 |
| 2 | (a) | 2 | 1 | 3 | 3 | 9 |
| | (b) | 3 | 2 | 1 | 3 | 9 |
| | (c) | 5 | 2 | 1 | 4 | 12 |
| 3 | (a) | 2 | 1 | 3 | 3 | 9 |
| | (b) | 3 | 2 | 1 | 3 | 9 |
| | (c) | 5 | 2 | 1 | 4 | 12 |
| 4 | | 10 | 5 | 5 | 10 | 30 |
| 5 | | 10 | 5 | 5 | 10 | 30 |
| Total | | 30 | 15 | 15 | 30 | 90 |

**Notes for Examiners**

1      Prior to the co-ordination meeting, Team Leaders and assistant examiners should read, and provisionally mark (in pencil), a selection of scripts using the guidance given in this mark scheme. The scripts should be chosen to cover the mark range, and to exemplify any interpretations of questions which do not appear to be accommodated by the mark scheme. The scripts should be brought to the co-ordination meeting where they will be used as a basis for refining, modifying and exemplifying the mark scheme.

2      For each question the mark scheme describes the general qualities and characteristics required for the award of marks in three levels. A candidate demonstrating all the requirements for a level should normally be awarded full marks for that level. If the answer contains any additional material which is credit worthy, but does not meet all the requirements of the next level, an intermediate mark should be awarded.

3      It is anticipated that further details will be added to the levels descriptors at the co-ordination meeting in the light of the candidates' responses to the questions. Given the open-endedness of the questions in this paper, therefore, examiners should be prepared to credit approaches which do not follow the most likely ones described in the levels descriptors, provided they are equally valid. In such cases a brief note should be added at an appropriate point in the script to indicate the reason(s) for the decision.

4      In marking answers to those parts of questions in which the candidates are required to write in continuous prose, attention should be given to the ability of candidates to organise, present and communicate information, ideas, descriptions and arguments, and data in a clear, logical and coherent manner taking into account their use of grammar, punctuation and spelling. Such answers will be assessed using levels of response criteria as indicated below.

       The following levels of response will be applied with regard to the candidate's quality of written communication:

       Candidates placed in Level 1 or above should be generally correct in their spelling, punctuation and grammar

       Candidates placed at Level 2 or above should be presenting their answer in clearly expressed English.

       Candidates placed in Level 3 should produce a well-structured and presented answer.


**Report of Personal Enquiry and Questions 1 to 3**

These parts of the examination are designed to assess the candidate's ability to plan, conduct and evaluate the outcomes of a geographical investigation. The Cover Sheet, which should accompany the report, will include a brief outline from the Centre which describes the investigation(s) undertaken at the Centre to prepare their candidates. The purpose of the outline is to provide examiners with an accurate and common background to the work undertaken by candidates from any one Centre. Care should be taken when marking the answers to questions 1 to 3 not to credit mere repetition of the report.

Given the diversity of investigations that candidates will have undertaken, responses will vary considerably. Examiners should be prepared to award up to full marks for answers which do not follow precisely the pattern suggested by the descriptors, but which nevertheless show similar quality.

**The Report**

Examiners are asked to read carefully the outlines of work undertaken before marking the report. Depending on the activities undertaken, candidates may have had varying opportunities to comment on the different aspects of investigative work. This should be taken into account when marking work from different Centres. The report is designed to assess the candidate's ability to produce a geographical investigation.

The report on the Personal Enquiry will be marked against the following level descriptors.

The report should be read and given an impression grade before marking against the level descriptors.

| Assessment Criteria (AC) | Levels marks available for each AC | | | Overall marks available for each level | |
|---|---|---|---|---|---|
| | L1 | L2 | L3 | Level | Marks |
| Hypothesis, design and presentation | 1 | 2-3 | 4 | 1 | 1-7 |
| Data collection and outcomes | 1-4 | 5-7 | 8-9 | 2 | 8-15 |
| Evaluation and understanding | 1-2 | 3-5 | 6-7 | 3 | 16-20 |

**Hypothesis, Design and Presentation**

**Level 3 (4 marks)**
There is a well-constructed hypothesis which is relevant to the stated aims of the study.

The report is well structured and fluently expressed.

**Level 2 (2-3 marks)**
The hypothesis is relevant to the stated aims.

The report is presented in a clear and intelligible manner.

Report of excessive length will not enter Level 3.

**Level 1 (1 mark)**
A hypothesis is stated that has some relevance **or** the aims are identified.

The report displays generally correct spelling, punctuation and grammar.

## Data Collection and Outcomes

### Level 3 (8-9 marks)
The report shows the following, but may lack detail **or** be slightly unbalanced:
- How decisions were made about the sources of data.
- The appropriateness of the methods and strategies used to fulfil the purpose of the enquiry.
- How these led to the outcomes.

The presentation and analysis of the outcomes are clear and relevant.

### Level 2 (5-7 marks)
The report shows the following, but may lack detail **and** be unbalanced:
- How decisions were made about the sources of data.
- The appropriateness of the methods and strategies used to fulfil the purpose of the enquiry.
- How these led to the outcomes.

The presentation and analysis of the outcomes are generally clear and relevant.

### Level 1 (1-4 marks)
A descriptive report which summarises the data collection and outcomes, although there may be some lack of coherence between and within the sectors.

## Evaluation and Understanding

### Level 3 (6-7 marks)
The report shows the following, but may lack detail **or** be slightly unbalanced:
- The evaluation recognises the validity of the outcomes, linking them to the data collected.
- Alternative strategies and sources of data that could have been used are discussed.
- Suggestions of how the study could be modified or extended are included.
- The significance of the results may be related to the particular area of geography.

### Level 2 (3-5 marks)
The report shows the following, but may lack detail **and** be unbalanced:
- The evaluation recognises the validity of the outcomes, but they are unlikely to be linked to the data collected.
- Alternative strategies and sources of data that could have been used are discussed.
- Suggestions of how the study could be modified or extended are included.

### Level 1 (1-2 marks)
The evaluation is simple and is likely to be in terms of its success in relation to the original topic or question.

**Questions 1 to 3**
Credit answers that are given in terms that *extend* the Report on the Personal Investigation.

**1      How was the collection of your data affected by human and physical factors?     [20]**
        Indicative content: Beyond control
- Dependence on unreliable/incomplete data by other members of the group.
- Change in access to land agreement.
- Change in weather conditions, eg affecting river levels, ability to use equipment, block off access to study site, affect how environment assessed, abnormal number of people at a location.
- Equipment had been checked but broke down/did not work.

Not beyond control
- Did not check equipment working and availability, access, local site conditions, weather forecast.
- Did not agree procedures for measurement.
- Did not agree sampling method so not sure where to collect data from.

[Credit rectification of identified problem and credit how outcome was affected]

**The following content is applied to each level:**
- The discussion relates to the personal enquiry.
- The relevance of the human and physical factors discussed.
- Understanding what factors are beyond the candidate's control.
- Understanding what factors are not beyond the candidate's control may be discussed.

**Level 5 (18-20 marks)**
**Either**    **Two or more** factors affecting data collection are discussed **well.**
**Or**        **More** factors are discussed **in less depth.**
              Human and physical factors are discussed.
              The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**
**Either**    **Two or more** factors affecting data collection are discussed **quite well.**
**Or**        **More** factors are discussed **in less depth.**
              Human and physical factors are discussed.
              The answer is generally logically ordered and well presented.

**Level 3 (9-13 marks)**
**Either**    **Two or more** factors affecting data collection are discussed **moderately well.**
**Or**        **More** factors are discussed **in less depth.**
              Human and/or physical factors are discussed.
              There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**
**Either**    **One or more** factors affecting data collection are discussed **adequately**.
**Or**        **More** factors are discussed **in less depth.**
              Human and/or physical factors are discussed.
              There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**
**One or more** factors affecting data collection are discussed **in a basic manner.**
Human and/or physical factors are discussed.
There are considerable gaps and/or errors in the answer.

2    **Field techniques such as photographs, field sketches, observational notes and interviews are often used in Geographical Investigations. Explain how field techniques helped – or might have helped, if they were not used – in the interpretation of the data that you collected.**      **[20]**

Indicative content:
- Help to explain anomalies in outcomes.
- Help to explain why relationships exist.
- Show impact of variables that were not measured.
- Act as aide-mémoire to the study sites.
- NB. equipment per se does not equal field technique
  - answer must refer to interpretation of data
  - field technique will include methodology explained

[ Allow a 'to what extent' element]

**The following content is applied to each level:**
- The discussion relates to the personal enquiry.
- The relevance of the material presented.
- The understanding of why these techniques assist with the interpretation of data.

**Level 5 (18-20 marks)**
**Either**    Explanations of how field techniques help to interpret data are discussed **well.**
**Or**        **More** techniques are discussed **in less depth.**
               The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**
**Either**    Explanations of how field techniques help to interpret data are discussed **quite well.**
**Or**        **More** techniques are discussed **in less depth.**
               The answer is generally logically ordered and well presented.

**Level 3 (9-13 marks)**
**Either**    Explanations of how field techniques help to interpret data are discussed **moderately well.**
**Or**        **More** techniques are discussed **in less depth.**
               There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**
**Either**    Explanation of how field techniques help to interpret data is discussed **adequately.**
**Or**        **More** techniques are discussed **in less depth**.
               There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**
Explanation of how field techniques help to interpret data is discussed in a basic manner. There are considerable gaps and/or errors in the answer, eg it is not understood how these techniques explain outcomes.

**3**    **Suggest and justify how <u>two</u> additional variables would have improved your Investigation.**       **[20]**

Indicative content: examples of improvements:

- Dune profile: soil or climatic factors would explain type of plants growing across the transect.
- River study: geology and human influence would explain changing channel characteristics.
- Environmental impact assessment: presence of non residential buildings not assessed.
- Sphere of influence: more types of service to determine a pattern in the spheres of influence.
- Questionnaire: any additional relevant questions to explain the hypothesis.
- No credit for describing data collection of the variable

The following content is applied to each level:

- The discussion relates to the personal enquiry.
- The relevance of the variables selected.
- The impact of the variables on the Investigation.
- The reason the variables were not collected.
- The balance between the two parts of the response.

[If more than two variables – credit the best two]

**Level 5 (18-20 marks)**
Justification of **two** appropriate variables is discussed **well.**
The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**
**Either**     Justification of **two** appropriate variables is discussed **quite well.**
**Or**          **One** variable discussed well and **other** in **less depth.**
              The answer is generally logically ordered and well presented.

**Level 3 (9-13 marks)**
**Either**     Justification of **two** appropriate variables is discussed **moderately well.**
**Or**          **One** variable discussed **quite well** and **other** in **less depth.**
              There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**
**Either**     Justification of **two** variables is discussed **adequately**.
**Or**          **One** variable discussed **moderately well** and **other** in **less depth**.
              There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**
**One or more** different variables are discussed **in a basic manner.**
There are considerable gaps and or errors in the answer.

**4**     **Study Fig. 1 which shows part of an urban area in economic decline due to the closure of manufacturing industry. Plans have been announced for a Science Park to be built on the green belt.**

         **A group of AS students is planning an Investigation into residents' attitudes towards this proposed development.**

         (**a**)     **With reference to Fig 1, describe an appropriate method of sampling the population for this survey in the wards shown.**         **[10]**

         (**b**)     **Fig 2 shows part of a questionnaire used by the students. Design and briefly justify a further three questions that will find out about the residents' attitudes towards the proposed Science Park.**         **[10]**

Indicative content:
(a)    Sampling:

- Stratification based on wards, areas or populations.
- Should preferably be household rather than on-street survey. Postal/telephone/door-to-door.
- Systematic or random along streets/using telephone or postal directory.
- Sample size.

     [No credit for justification]

(b)    Questionnaire:

- General aspects: name, address, age, gender NOT credited as they are already given.
- No requirement to refer to Location and/or Job prospects
- Credit those that justify the design of the question
- Location:
  - Ability to travel to the Science Park, eg car ownership in household, access to public transport.
  - Impact on local environment, eg loss of amenities (paths, fresh air), damage to wildlife, congestion.
- Job prospects:
  - Employment, eg currently unemployed/employed how long unemployed, wanting to change jobs (eg ↑ income, job satisfaction, shorter travel distance).
  - Income (individual, household).
  - Suitability of jobs at Science Park.

The following content is applied to each level:
- The discussion refers to the figure.
- The description of the sampling is realistic and achievable.
- The questionnaire is relevant to the location and job prospects of the proposed development.

### (a) Sampling

**Level 3 (8-10 marks)**
The sampling methodology is described **well.**
The answer is logically ordered and well presented.

**Level 2 (4-7 marks)**
The sampling methodology is described **moderately well.**
There are lapses in the logic and presentation of the answer.

**Level 1 (1-3 marks)**
The sampling methodology is described **in a basic manner.**
There are considerable gaps and/or errors in the answer.

### (b) Questions

**Level 3 (8-10 marks)**
Three appropriate questions described and justified **well.**
The answer is logically ordered and well presented.

**Level 2 (4-7 marks)**
*Either*      At least two appropriate questions described and justified **moderately well**
*Or*          **One** part of the answer is carried out **well and** the **other** parts **adequately.**
There are lapses in the logic and presentation of the answer.
**Two or more** suggestions are needed.

**Level 1 (1-3 marks)**
At least two appropriate questions described and justified **in a basic manner.**
There are considerable gaps and/or errors in the answer.

**Mark Scheme 2691**
**January 2007**

**GENERIC LEVELS**

**Part (A) Questions**

**Level 5 (18-20)**
Uses the resource effectively by identifying the key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**
Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**
Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resource.

**Level 2 (5-8)**
Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**
Vague ideas which show very limited understanding of the question.

**Part (B) Questions**

**Level 5 (23-25)**
Shows a clear understanding of the question and uses locational exemplifications to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**
Shows an understanding of the question and selects appropriate locational examples to support answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**
Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**
Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**
Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**1**   **(a)**   Answer may consider the question in an absolute or comparative way. 'Significant' can be considered in economic or human terms.

- Idea of primary and secondary impacts
- Consideration of the time taken to get back to 'normal' situation
- Long term impacts usually seen as issues like disease, food shortages, malnutrition, problems of shelter
- At the higher levels candidates might consider the cost of hazards in terms of threatening development strategies.

Level 4/5   Begins to have a broader debate about the question/brings in clear exemplars to make points.

**(b)**   **(i)**
- some appreciation that hazard management varies in relation to modification/planning
- appreciation that the past can given an indication of the location, strength and impact of events
- not all hazards are equally predictable
- increasingly some hazards are using past events as a guide to future events – seismic gap theory

Level 4/5   Begins to have a discussion about the relative use of past events and links this to the idea of hazard management.

**(ii)**
- classification can be by type/process
  - tectonic/geomorphological/hydrological/atmospheric
- classification can be by impact
  - magnitude/frequency/duration
- other classification ideas can be used, such as
  - cost/deaths/location/degree of human influence etc

Level 4/5   Broad understanding of the range of different ways that hazards can be classified.

**2**   **(a)**   About 'more' than rising sea levels implies that an understanding about the impact on sea levels and other factors is required for a full discussion.

- impact of extremes of temperature on people
- links to disease/growth of micro-organisms
- links to agriculture
- links to pollution and health
- links to extreme weather events

Level 4/5    Broader discussion which takes in a range of potential impacts as well as sea-level rise.

**(b)**   **(i)**

- clear understanding about the range of activities linked to weather events
  - examples might include – Agricultural/Tourism/Travel
- short term forecasts for immediate planning at an individual/business level
- longer term planning linked to business/planning decisions
- 'increasingly important' might pick up the idea of social and economic change. Could argue that they are more essential in largely agricultural societies

Level 4/5    Clear understanding of short/long term forecasts and links to planning and particular activities. Begins a discussion in relation to 'increasingly important'.

**(ii)**

- atmospheric pollution as an international issue
- types of/causes of atmospheric pollution
- shows understanding about Global Warming/Acid Rain etc
- some appreciation of legislation used to modify/reduce the output of atmospheric pollution
- understanding of the nature of pollution as an international issue that requires international management
- shows appreciation of global environmental summits

Level 4/5    Clear appreciation that atmospheric pollution is an international issue and requires international co-operation if it is to be managed.

**3**    **(a)**    Article suggests a number of opportunities, including:
- wildlife spotting, including rare/endangered animals
- photography
- scenery (glaciers)
- flora – tundra landscapes.

Prefix, 'using Fig 3 to help' – suggests possibilities beyond the resource. This could include winter sports/climbing etc.

Level 4/5        Sound use of resource and explores opportunities not expressed in the resource.

**(b)**    **(i)**
- Could include ideas about Milankovitch cycles, volcanic activity, ocean oscillation etc.
- some appreciation of the location of ice-sheets
- some appreciation of the location of glaciers
- evidence to suggest that distributions change over time (sediment sampling/ice cores OR sea-level change/features of previously advanced glaciation)
- links to climate change

Level 4/5        Clear reasoning why distributions change with some evidence to support change.

**(ii)**
- appreciation of the nature of fragile environments
- understanding of what is meant by 'sustainable development'
- use of examples to describe different types of sustainable management
- Some evaluative observations about management strategies

Level 4/5        Good use of examples to consider sustainable management. Begins to offer evaluative judgement in relation to 'how effective' different strategies might be.

**4** **(a)** The resource has a focus on rainforests. The question asks about 'tropical ecosystems'. Consequently different types of tropical ecosystem can be used to address the question.

- directly affected implies changed by actions in the local area.
  This can include:
  'cutting down trees, over farming, overgrazing, mining, road building etc
- indirectly affected implies broader influences which can be linked to climate change etc
- 'being affected' can also be positive – it could be argued that human activity may well be preserving some tropical environments

Level 4/5   Clear understanding of both direct and indirect influences.

**(b)** **(i)**
- 'range' implies more than one
- 'development opportunity' can be considered in its broadest sense – not just sustainable development
- possibilities might include:
  forestry, mining, agriculture, energy generation (dams), tourism etc

Level 4/5   Goes beyond primary activities to consider a range of different possibilities.

**(ii)**
- shows understanding of true nature of ecosystems/environments
- ecosystem includes climate/soil/flora/fauna
- some appreciation of the relative importance of the different constituents
- tropical environments implies more than one
- a lack of rainfall would be an equally valid argument

Level 4/5   Looks at more than one tropical environment and begins to make relative, evaluative observations.

**5**    **(a)**
- detailed use of the resource in terms of how aid agencies can help to improve levels of sustainability
- aid agencies respond to short-term and long term food shortages
- aid agencies can be very significant in terms of feeding some of the poorest people in the world
- food aid is not just about giving food – it is also about encouraging self-reliance

Level 4/5    Detailed use of the resource and brings in additional points/examples to show how aid agencies help to resolve short and long term problems.

**(b)**    **(i)**
- clear appreciation of the global situation in terms of supply and demand
- notion of some areas having too much while others have too little
- enough food is (could be) produced to feed the world
- distribution is linked to wealth –wealthy people in poor countries don't suffer food shortages

Level 4/5    Clear understanding of global supply/demand and identification of level of development as a significant factor of distribution. Consideration of distribution within developing countries.

**(ii)**    focus may well be EU with limited comparative judgements. The idea of 'extent' may not always be well developed, although relative influences may be considered.
'Government policy' can be considered in broad terms ie Green Revolution

- government policy can be National or International
- influence of production can be volume or type
- key ideas might include subsidy/quota/dealing with overproduction/encouraging production/taking land out of production/the effect of regulation or pricing
- 'Policy' could include ideas about aid/foreign aid policy

Level 4/5    Sound description of influence of policy with some comparative and clear understanding about how the policy has influenced production. 'Extent' implies an element of evaluation.

**6** **(a)** Accept the idea of redevelopment or regeneration. The concept of economic change is important.

- Range of ideas from the resource which includes leisure/communications, commerce etc
- Idea of regeneration creating jobs, attracting business
- Multiplier effect is a useful idea here
- Focus on the before and after ideas which might also include social and environmental change

Level 4/5  Good use of resource to show a clear understanding about regeneration. Brings in additional ideas/examples and offers some evaluative ideas.

**(b)** **(i)** Quality of life is a broad term which includes a complex range of economic, social, environmental and political factors.

- economic factors might include incomes, employment levels, access to goods and services
- social factors might include housing quality, access to medical, education facilities, general levels of well-being
- environmental factors might include the general quality of the built environment, air quality etc
- political factors – political participation might be linked to social ideas such as safety, freedom etc

Level 4/5  Clear discussion which brings in a range of ideas and illustrates differences by offering some debate and locational detail.

**(ii)**
- what is meant by self-help schemes?
- general appreciation of living conditions for the urban poor – quality of housing etc
- living conditions are also about other factors such as incomes/access to jobs broader facilities/environmental quality/personal safety etc

Level 4/5  Uses examples to illustrate the part played by self-help schemes. Goes beyond the basic 'Shanty town idea'. Sees living conditions in a broader context. 'Extent' implies an element of evaluation.

**7 (a)**

- 'sensitive areas are defined by their special characteristics
- remote, sensitive areas often have few economic possibilities
- economic developments do not always sit comfortably within sensitive areas
- environmental pressures are often more sensitive in fragile environments
- people often want different things from places
- preservation is not only about environments – it is also about people and communities
- identifying issues and addressing conflicts are slightly different

Level 4/5      Clear understanding about economic/environmental conflicts and the difficult decisions that have to be considered. Goes beyond an understanding of pressures or issues.

**(b) (i)** Approach to the question can be about global demand or use of tourism to stimulate development.

- growth of tourism can be about demand or supply
- on the demand side there may be a number of factors linked to affluence
- on the supply side there may be a number of factors linked to economic development
- in some places tourism might be seen as a vehicle for economic development
- there may be other factors including technological advances

Level 4/5      Considers both demand and supply ideas with appropriate exemplification.

**(ii)** Idea of exploitation can be social, economic or environmental. A very detailed focus on one of these factors is acceptable.

- social, cultural exploitation in terms of change of culture etc.
- economic exploitation may consider low incomes etc
- environmental exploitation may be about flora/fauna or general pollution/water issues

Level 4/5      Gets beyond simply describing negative impacts and offers some discussion about the nature of exploitation. Begins to offer debate about both positive and negative aspects of tourism.

**8**   **(a)**

- regeneration/redevelopment considered in a broad way. Accept either terminology
- what are the characteristics of 'declining industrial areas'?
  - economically
  - socially
  - environmentally
- why do some areas find it difficult to attract business?
- what types of government incentives exist?
- ideas about the positive multiplier
- regeneration is about more than just economic factors, it is also about social/environmental considerations – as such it is very much in the government's sphere of influence

Level 4/5     Clear debate about the broad nature of regeneration and the need for multi-agency help to regenerate large declining regions.

    **(b)**   **(i)**   Examples can be place specific, type (industry) specific or company (TNC) specific. Accept a broad understanding in relation to exemplification.

- understanding of what is meant by globalisation
- reasons for the growth of globalisation which might include, technological changes, political/economic links/influence of TNCs etc
- examples of globalisation might be seen through specific companies or types of industry (Tourism/Insurance/Banking/Global sourcing in Agriculture)

Level 4/5     Clear understanding of globalisation and appreciation of change.

      **(ii)**   One major transnational can be a named company or a type (car industry) – although this may be self-limiting. 'In a country you have studied' may be quite general at Levels 1-3.

- impact can be social, economic, environmental
- impact can be positive as well as negative
- 'examine' implies some tentative evaluative ideas

Level 4/5     Slightly more balanced view and more precise information about the country/company.

# Advanced GCE (Geog B) (Aggregation Code(3833, 7833))
## January 2007 Assessment Series

**Unit Threshold Marks**

| Unit | | Maximum Mark | a | b | c | d | e | u |
|------|------|------|------|------|------|------|------|------|
| 2687 | Raw | 90 | 65 | 58 | 51 | 44 | 37 | |
| | UMS | 90 | 72 | 63 | 54 | 45 | 36 | |
| 2688 | Raw | 90 | 69 | 61 | 54 | 47 | 40 | |
| | UMS | 90 | 72 | 63 | 54 | 45 | 36 | |
| 2689 | Raw | 60 | 43 | 39 | 35 | 31 | 28 | |
| | UMS | 120 | 96 | 84 | 72 | 60 | 48 | |
| 2690 | Raw | 90 | 72 | 63 | 54 | 46 | 38 | |
| | __UMS | 90 | 72 | 63 | 54 | 45 | 36 | |
| 2691 | Raw | 90 | 69 | 62 | 56 | 50 | 44 | |
| | UMS | 90 | 72 | 63 | 54 | 45 | 36 | |
| 2694 | Raw | 90 | 71 | 63 | 56 | 49 | 42 | |
| | UMS | 90 | 72 | 63 | 54 | 45 | 36 | |

# Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

| | Maximum Mark | A | B | C | D | E | U |
|------|------|------|------|------|------|------|------|
| 3833 | 300 | 240 | 210 | 180 | 150 | 120 | |
| 7833 | 600 | 480 | 420 | 360 | 300 | 240 | |

The cumulative percentage of candidates awarded each grade was as follows:

| | A | B | C | D | E | U | Total Number of Candidates |
|------|------|------|------|------|------|------|------|
| 3833 | 10.53 | 36.84 | 42.11 | 73.68 | 89.47 | | 19 |
| 7833 | 0.00 | 50.00 | 100.00 | 100.00 | 100.00 | | 3 |

2 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

**OCR (Oxford Cambridge and RSA Examinations)**
**1 Hills Road**
**Cambridge**
**CB1 2EU**

**OCR Customer Contact Centre**

**(General Qualifications)**
Telephone:      01223 553998
Facsimile:      01223 552627
Email:          helpdesk@ocr.org.uk

**www.ocr.org.uk**

For staff training purposes and as part of our quality assurance
programme your call may be recorded or monitored