

**GEOGRAPHY
SPECIFICATION B:
(Avery Hill)
Oxford Cambridge and RSA
Examinations
Welsh Joint Education Committee**

Specification code 1987

**MARK SCHEME for the Specimen Papers
for June 2003**

General Certificate of Secondary Education

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Guidelines for markers and checkers

It is essential for the successful and valid completion of the GCSE examination process that the work for all markers is accurate, reliable and consistent and is completed within the deadlines set by the examination team.

You must consider which candidates this paper has been designed for. The work of some of the weaker candidates has to be read (and often re-read!) carefully to ensure that positive achievement is recognised and credited.

The following guidelines are designed to help us all to achieve these aims.

Organisation

This exam attracts a large candidate entry and therefore we have many assistant examiners. To ensure that assistant examiners are properly trained in the application of the mark scheme and have their work helpfully and effectively monitored; they are placed into teams under the supervision of a Team Leader. There are usually eight of these teams. The Principal Examiner and the Assistant Principal Examiner supervise the work of the Team Leaders.

Marking

The marking process is made up of three stages:

1. Training to use the mark scheme
2. Learning the mark scheme
3. Applying the mark scheme

1. Training

Training takes place in June at the main examiners' meeting, usually held in Birmingham. The training is designed to ensure consistent application of the mark scheme by all examiners. At this meeting the Principal Examiner will discuss the key issues for examiners to consider and then Team Leaders will explain the mark scheme to assistant examiners using exemplar scripts. Examiners will then practice the application of the mark scheme on at least 3 sample scripts. Examiners will find it helpful, if not essential, to make notes at this meeting regarding the application of the mark scheme.

2. Learning the mark scheme

Following the main examiners' meeting it is necessary for the examiners thoroughly to learn the mark scheme. This can be aided by the first 50 or so scripts marked. Most examiners find that the mark scheme is memorised more quickly and effectively if the first 50 scripts are marked one or two pages at a time. Some examiners mark all their scripts like this, others a section at a time and yet others prefer to mark each whole script in turn. Whatever system is chosen the mark scheme must be applied accurately and consistently.

3. Applying the mark scheme

Examiners are expected to use the following procedures when marking scripts:

1. Marking can only be carried out by the appointed examiner.
2. Marking must be carried out using red ink.
3. Marking must not be carried out in public places.
4. A clear tick should be placed at the end of each correct response. The only question this does not apply to is C(a)(ii) where a 'levels of response' mark scheme is used. **More detailed guidance on applying the levels of response is contained within the mark scheme itself.**
5. Where more than one mark is being awarded brackets should be placed around those parts of the answer that are being credited. This is essential on the first 50 or so scripts marked and optional thereafter.

6. The mark awarded for each question must be clearly shown in the margin next to the answer. If no marks are awarded then a zero should be placed in the margin.
7. If an answer space is left blank, then a diagonal line should be struck through the answer space and a zero placed in the margin.
8. Use an X to mark a wrong answer. A ^ can be used to indicate if more is required to credit an answer.
9. The number of marks for a question should equal the number of ticks, except where levels marking is used.
10. At the end of each part (A, B and C) the total mark for that part should be written in the bottom of the margin and a circle drawn around it, this mark should then be correctly transferred to the marking box on the front cover of the exam paper.
11. Answers requiring the application of a 'levels of response' mark scheme must be clearly annotated as required in the mark scheme.
12. Other annotations should be sparse and only used if relevant to application of the mark scheme. Do not write funny or critical comments on the scripts.

Checking

It is the responsibility of the examiner to ensure that checking is carried out accurately. It is essential that checking is done by a responsible and reliable person.

Checkers are expected to check the following:

1. That the number of ticks given for each question equals the number of marks written in the margin.
2. That the total number of ticks in each part equals the marks for that part.
3. That the total number of marks for each part has been added up correctly.
4. That the totals for each part have been correctly transferred to the box on the front of the scripts.
5. That the total mark on the front of the script has been added up correctly.
6. That the total mark for each script has been transferred correctly onto the MS2 sheet.

To show that this has been done checkers using a pencil must:

1. Tick the total at the end of each part of the exam paper.
2. Tick each mark in the mark box on the front cover and initial the total to show that it has been transferred correctly.
3. Tick the total mark in the mark box on the front cover to show that sub totals have been added up correctly.
4. Also ensure that marks are written correctly on the MS2 OMR forms and must sign to show this has been done.

Checkers must not:

1. Mark any scripts or any part of scripts themselves.
2. Make any changes to marks or totals.

Checkers should:

1. Make a note on each script (many checkers use post-its) of any mistakes that have been made.
2. Ensure that the marker makes the necessary changes and that these changes are correct.

Reports

At the end of the marking process each examiner has to write an examination report. These reports should be used to comment on the effectiveness or otherwise of the exam paper and the processes that are part and parcel of marking. Constructive criticism is welcomed, particularly when accompanied by suggestions for future improvements. The Principal Examiner reads all examination reports and replies in person to examiners where he thinks it is necessary.

Problems

If you have any problems or queries regarding marking then your first contact point is your team Leader. Contact them by phone sooner rather than later.

Guidance for applying Levels of Response Mark Scheme for Paper 1 and 2

The case studies at the end of each question on Paper 1 and 2 will be marked using the levels of response mark schemes enclosed. They differ in numbers of level and marks on the Foundation and Higher tiers but the policy regarding application is the same.

1. The overall quality of the geographical response is judged rather than the ability to make continuous points. Most questions will require candidates to “describe “ and “explain” however the levels are applied to the whole response not for two separate answers.
2. The higher levels and marks can be accessed by knowledge and understanding of greater accuracy and specificity e.g. understanding why “200 part-time jobs for women” have been created rather than describing that “jobs have been created for women”. Another example could refer to the advantage of “increased access for deliveries by locating a shopping centre next to Junction 21 of the M1 motorway” rather than just giving a reason as being “next to a motorway”.
3. If a candidate chooses to use as their case study any material taken directly from the examination paper resources, marks will only be credited for knowledge and understanding that could not have been taken directly from the examination paper.
4. It is possible to gain all the marks by drawing fully annotated sketch maps and/or diagrams for any case study. This has always been an option to candidates. However, where a case study question requests a compulsory sketch map and/or diagram, candidates will not be awarded the highest level if there is no sketch map or it is inappropriate. Sketch maps need to contain some explanatory labels to get beyond level 1; descriptive labels alone do not meet the explanation criteria.
5. To ensure coverage of syllabus breadth it is sometimes necessary to include an exclusion clause in the question e.g....from an MEDC, ...outside the UK or to specify a choice where another response is not wanted e.g. a weather event (i.e. not climate), or secondary industry (i.e. not primary or tertiary.) In order to ensure that good understanding of Key Ideas and Questions being examined from that part of the Unit in that question receive some credit, candidates may still be awarded up to a maximum of half marks on each case study where the choice is inappropriate but related. This also applies if a relevant case study is discussed but not clearly named or identified where requested.

A wholly inappropriate case study would receive no marks e.g. the Aswan Dam as urban planning scheme.

Paper 1 – Foundation Tier

Qn	Expected answers		Mark										
A1(a)(i)	1 mark for each correct reading in table <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>Station Circle A</td> </tr> <tr> <td>Temperature</td> <td>– 8</td> </tr> <tr> <td>Cloud Cover</td> <td>6</td> </tr> <tr> <td>Wind direction</td> <td>north-west</td> </tr> <tr> <td>Weather</td> <td>snow</td> </tr> </table>		Station Circle A	Temperature	– 8	Cloud Cover	6	Wind direction	north-west	Weather	snow	4x1	4
	Station Circle A												
Temperature	– 8												
Cloud Cover	6												
Wind direction	north-west												
Weather	snow												
(b)(i)	1 mark for each correctly placed word. Part of 'Low' must be inside the 964mb. circle.	3x1	3										
(ii)	964 mb		1										
(iii)	An isobar is a line on a weather map that shows air pressure (bottom line response)		1										
(iv)	1 mark for each correct addition		2										
(v)	Temperature at A colder than B (1) Cloud cover at A greater than B (1)	2x1	2										
(c)(i)	Must be comparative statements. Examples: Temperature: Station A is colder as it is behind cold front (1) in colder air (1) but Station B is warmer as it is in the warm sector (1) between the cold and warm fronts (1). Station A winds from cold NW (1) but B receiving warmer from SW (1). Cloud Cover: High cloud cover behind cold front as air forced to rise rapidly (1) by cold front pushing into warm sector (1), air rises rapidly at steep angle (1) giving heavy cloud over Station A but less cloud cover over Station B as air rising slowly (1) but light cloud as air relatively warm (1) and convection minimal (1).	allow (2+2) or (3+1)	4										
(d)(i)	Answers should be related to map evidence either by the use of directions or locations. Examples: From south to north (1) along east coast of USA (1) From SSW (1) Gulf of Mexico (1) to NNE of USA (1) Max of 1 for merely listing places. Max of 2 if no direction given.	3x1	3										

Qn	Expected answers		Mark
A1d(ii)	<p>Effects on people could be direct or indirect; Maximum of 3 marks for simple statements. Looking for one effect plus a qualification.</p> <p>e.g. Thunderstorms and tornadoes in Florida may have damaged housing (1) and caused floods (1) leaving people homeless (1) Giant waves out to sea may have caused ships to be damaged/capsized (1) destroying cargo (1) High tides may have flooded coastline and damaged buildings (1) or harbours (1) Heavy snow may have brought down electricity lines (1), traffic/transport problems (1) High winds may have damaged buildings/roofs (1) brought down power lines (1) closed airports (1) Record low temperatures may have caused heating problems (1) traffic chaos (1)</p> <p>Accept reference to death Accept simple statements e.g. Electricity cables down (1)</p>	2x(1+1) + 1	5
(e)	<p>Case Study: Climate types could include Equatorial climate in Brazil, Tundra Climate in Northern Russia, Mediterranean Climate in France. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. 3 marks for inappropriate example. Weather event max. Level 2 = 3 marks.</p> <p>Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5	5 (30)

Mark Scheme A1(F)	Knowledge	Understanding	Application	Skills
(a)	1		1	2
(b)(i)	1			2
(ii)			1	
(iii)	1			
(iv)			1	1
(v)	1	1		
(c)	2	2		
(d)(i)		1		2
(ii)	2	3		
(e)	2	2	1	
	10 (10)	9 (10)	4 (3)	7 (7)

Qn	Expected answers		Mark
A2(a)(i)	Coniferous forest accept boreal Taiga		1
(ii)	Need two different locations: Europe (1)/Scandinavia (1); North America (1)/Canada (1) and Northern Russia (1)/Asia (1) only accept one from each pair of countries	2x1	2
(b)(i)	14 - 15 bottom line response		1
(ii)	A mark for the correct plot - line not needed must be closer to - 3 than - 2 or - 4.		1
(iii)	ends in October		1
(iv)	either two simple reasons or one qualified reason. Examples: ground frozen (1) making it impossible to take up water through the roots (1) temperatures are below 6°C (1) too cold for growth (1) low light levels (1) reduces photosynthesis/plant growth (1)	2x1 or 1+1	2
(v)	One mark for each completion: Thick bark protection from cold (1) reduce water loss (1) Long roots tap water supplies (1) Tall, thin shape allow snow to slide off/stable in wind (1)	3x1	3
(c)(i)	1 mark for complete accurate line.		1
(ii)	South-westerly		1
(d)(i)	Elaborated statement required for the second mark. Examples: Acid rain is when normal rainfall becomes more acid (1) by the addition of sulphur/nitrogen to the atmosphere (1); accept when the pH value, which measures acidity (1) of rainfall becomes lower than 5.5 (1)	2x1	2
(ii)	Credit knowledge. Sequential points needed. e.g. UK has power stations and factories/motor vehicles (1) these burn fuels which produce sulphur and nitrogen oxides (1) which are sent up into the atmosphere (1) and taken by the south-west prevailing winds and carried over the North Sea (1) towards Scandinavia where relief rainfall (1) causes condensation (1) and sulphuric/nitric acid rain falls onto Scandinavia (1) Must arrive at Scandinavia for full marks.	4x1	4

Qn	Expected answers		Mark
(e)(i)	1 mark for correct arrow – must be arrowed in correct direction		1
(ii)	Mark for correct definition. A bottom line response is 'an environment and its living organisms' or equivalent reference to both living/non-living.		1
(iii)	For higher mark must demonstrate a continuance. Can refer to trees and/or wildlife. Examples: damage to leaves by acid (1) can restrict photosynthesis (1) reducing growth (1) acid rain taken up by roots (1) can damage tree from inside (1); loss of tree can remove food (1) for primary consumers (1) loss of primary consumers (1) may affect other parts of food web (1) acid rain in soil can reduce pH (1) and may affect decomposers (1)	4x1	4
(f)	Case Study: Likely to be Tropical Rain Forest or Savannah ecosystems; may refer to local woodlands/nature reserves. Should show understanding of sustainability and how the methods have/should lead to this. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. 3 marks for inappropriate example. Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.	1/2 3/4 5	5 (30)

Mark Scheme A2 (F)	Knowledge	Understanding	Application	Skills
(a)(i)				1
(ii)			1	1
(b)(i)				1
(ii)				1
(iii)			1	
(iv)	1	1		
(v)	1	2		
(c)(i)				1
(ii)		1		
(d)(i)	2			
(ii)	1	2	1	
(e)(i)				1
(ii)	1			
(iii)	1	2	1	
(f)	2	2	1	
	9 (10)	10 (10)	5 (3)	6 (7)

Qn	Expected answers		Mark
B3(a)(i)	Correct completion of the table: river channel 3 evaporation 4 groundwater movement 1 condensation 5 percolation 2 all 5 correct = 3 marks; 3 or 4 correct = 2 marks; 1 or 2 correct = 1 mark	3x1	3
(ii)	1 mark for each correct name. Choose from: flow: e.g. evaporation, condensation, groundwater movement, percolation, river, precipitation; store: tree, soil, cloud (air), rock.	1+1	2
(iii)	credit 3 simple descriptions. Examples: Less water would be intercepted (1); there would be greater surface flow (1); water would reach the river channel more quickly (1); less/ no transpiration (1); Less percolation/infiltration (1) greater river flooding (1)	1x3	3
(b)(i)	the Ussuri River flows in a northerly direction.		1
(ii)	Mark for either Amur or Sungari		1
(iii)	200 km		1
(iv)	Each reason must be elaborated in order to gain the second mark. Evidence must be taken from the map. Examples: Large numbers of tributaries join the rivers upstream from the flooded area (1) means large volume of water feeding into river (1); Land on either side of the river is low (1) when banks are breached water will cover it (1) Deforestation of upland areas (1) resulted in faster run off (1) caused increased erosion and silting of river bed (1). Area of flood plain already marsh (1) it would take little increase in discharge to flood this land (1). Highland areas receive high rainfall (1) results in greater discharge (1)	(1+1) x2	4
(c)(i)	Mark awarded for correct completion of the graph		1
(ii)	Two days or 48 hours From 12 noon on 14th to 12 noon on the 16th		1
(iii)	1 mark for the description of a rise and fall and the other for recognising the difference in rates or for giving detail of either dates or quantities. 1 mark for listing.	1+1	2

Qn	Expected answers		Mark
(c)(iv)	Either 2 simple or 1 elaborated point. Credit explanation in terms of the delay in water reaching the ground – could be worth two marks if they itemise factors like interception and infiltration/percolation – finding its way into the river channel (1) and in the time taken for water from tributaries to flow to Harbin City (1)	1+1	2
(d)	Either two elaborated suggestions, four simple explanations or a combination of the two. Examples: (Must be response to immediate flood risk; Must relate to property) Raising of levels (1) in order to increase the flow properties of the river (1); Use of sand bags at entrances to properties (1) to prevent ingress of water (1); Movement of mobile household articles upstairs (1) to keep them above flood level etc.	(1+1)x2 or 1x4 or (1+1) +1x2	4
(e)	Case Study: Likely to choose region of UK and suggest solutions such as build new reservoirs or water conservation measures such as hose-pipe bans, mend leaking pipes, transfer water from abroad. If choose LEDC such as Ethiopia or Nepal may suggest alternative technologies involving pumps and simple water transfers. Could choose large-scale solutions such as Libya's Man-Made Project or the Hoover Dam in the USA. Should show understanding of sustainability and how the methods have/should lead to this. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. of 3 marks for inappropriate example. Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.	1/2 3/4 5	5 (30)

Mark Scheme B3 (F)	Knowledge	Understanding	Application	Skills
(a)(i)	1		1	1
(ii)	1		1	
(iii)	1	2		
(b)(i)				1
(ii)				1
(iii)				1
(iv)	1	2		1
(c)(i)				1
(ii)			1	
(iii)	1			1
(iv)		2		
(d)	2	2		
(e)	2	2	1	
	9 (10)	10 (10)	4 (3)	7 (7)

Qn	Expected answers		Mark
B4(a)(i)	Ulrome Sands = grid reference 1757 South Cliff at Hornsea = grid reference 2146	1+1	2
	(ii) From north-west to south-east (or) from NNW to SSE (or) from Ulrome Sands to South Cliff or other relevant named locations		1
(b)(i)	177567 allow leeway of one digit for both easting and northing		1
(ii)	The wearing away of parts of the earth's surface (1) and removal of (1) by water/wind (or similar).	1+1	2
(iii)	Material would be carried/transported by the sea (longshore drift) (1) and deposited further along the coast/deposited to the south-east or equivalent direction as in (a)(ii)(1) For both marks must recognise both transport and deposition (1+1) or reference to further abrasion (1) or attrition (1)	1+1	2
(c)(i)	Maximum of 3 marks for description of the cliff and 2 marks for description of the property: Cliff possibly: material: made of mud/clay (1) looks soft/ not resistant to erosion (1) state: includes rubble from cliff top (1) slumped (1) size: roughly height of the house or equivalent (1) 3-5 metre range (1) House location: on cliff edge (1) garden falling down cliff (1)	2+2 or 3+1	4
(ii)	Each reason must be elaborated in order to gain the second mark. Examples: Reduction in the resale value of the farm (1) because there is less land to sell because of the fear of further collapse in the future (1); Difficulty of insuring property (1) would mean possible severe financial loss (1); Difficulty of selling property (1) means difficulty in moving to new house/area (1); loss of house (1) nowhere to live (1) psychological effects etc.	(1+1) x2	4
(d)(i)	Accept between 2.9 and 3.1 kilometres		1
(ii)	Each 'way' must include both description and explanation in order to attract both marks. Examples: Groynes built to stop the movement of sand (1) this protects the cliff from wave attack (1); Sea walls built in front of cliff (1) these will take the force of the wave attack (1) to protect the softer cliff behind (1) to protect houses and buildings (1) Revetments/rocks (1) to protect wall (1)	(1+1) x2	4

Qn	Expected answers		Mark
(d)(iii)	<p>Either two elaborated or four simple statements. May use specific map and/or photo evidence to support the answer.</p> <p>Examples:</p> <p>Large built-up area (1) means worthwhile cost of protecting (1)/more people to lobby for protection (1); Groynes help retain beach (1) attract holidaymakers (1) increases incomes (1) and council taxes (1).</p>	<p>1x4 or (1+1) +1x2</p>	4
(e)	<p>Case Study: Could be erosion or deposition. Examples likely to include V-shaped valleys, gorges, meanders, floodplains, levees, deltas. All marks could be obtained from well annotated maps or diagrams. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. of 3 marks for inappropriate example.</p> <p>Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of study applied very well.</p>	<p>1/2 3/4 5</p>	5 (30)

Mark Scheme B4 (F)	Knowledge	Understanding	Application	Skills
(a)(i)				2
(ii)			1	
(b)(i)				1
(ii)	2			
(iii)		1	1	
(c)(i)	1	1	1	1
(ii)	2	2		
(d)(i)				1
(ii)	1	2		1
(iii)	2	2		
(e)	2	2	1	
	10 (10)	10 (10)	4 (3)	6 (7)

Qn	Expected answers		Mark
C5(a)(i)	China LEDC: Senegal LEDC; France MEDC 1 or 2 correct = 1 mark; 3 correct = 2 marks		2
(ii)	Two appropriate features (it is inappropriate to merely quote a % from the table) low birth rate: high life expectancy; high wealth	1+1	2
(iii)	One mark for each difference and a further mark for the explanation as to why the difference exists. Examples: MEDCs have lower birth rates (1) because of greater family planning (1) MEDCs have higher life expectancy (1) because of better health care (1) MEDCs have lower % in rural areas (1) because of fewer people in farming (1)	(1+1) x2	4
(b)(i)	correct shading		1
(ii)	in belt across the area around 10/20° (1) from Mauritania in west to Chad in east (1) separate group in east (1) none along north coast (1) Maximum of 1 mark for listing	1+1	2
(iii)	The age one would expect to live to (1) at the time of birth (1) in a particular place (1)		2
(iv)	1 mark for simple reason and one for elaboration. Examples: (Same elaboration = only credit once) Drought (1) not enough food to live (1) Poor health care (1) greater incidence of disease (1) Civil wars (1) people killed (1) Natural disasters (1) causing death (1) Little food/poor harvests (1) malnutrition (1) Poor quality water supply (1) spreads disease (1)	(1+1) x2	4
(c)(i)	1 mark for correct addition to graph		1
(ii)	requires one comparative statement in each case.	1+1	2
(iii)	Maximum of 3 marks for simple points. Maximum of 3 marks for one well qualified point. food supply problems (1) large number of children (1) = education problem (1) few skills (1) = low level work (1) = low earning power (1) = low quality of life (1) A similar continuum may be demonstrated in terms of food supply and subsistence farming subsistence a priority (1) little opportunity to develop S and T industry (1) little surplus to develop infrastructure (1)	2+2+1 or 3+2 or 3+1+1	5

Qn	Expected answers		Mark
(d)	<p>Case Study: Could be the EU country or region or another MEDC (not UK). Note the emphasis is on changes in jobs and effects on people. Could be increased unemployment or increased opportunities from primary, secondary or tertiary activity. Example must be from last 50 years and preferably more recent. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. of 3 marks for inappropriate example.</p> <p>Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.</p>	<p>1/2</p> <p>3/4</p> <p>5</p>	<p>5 (30)</p>

Mark Scheme C5 (F)	Knowledge	Understanding	Application	Skills
(a)(i)				2
(ii)		1	1	
(iii)	2	2		
(b)(i)				1
(ii)			1	1
(iii)	2			
(iv)	2	2		
(c)(i)				1
(ii)			1	1
(iii)	2	3		
(d)	2	2	1	
	10 (10)	10 (10)	4 (3)	6 (7)

Qn	Expected answers		Mark
C6(a)(i)	Secondary = 32 - 34%, Tertiary = 51 – 53% Must total 100.	2x1	2
(ii)	Two differences required e.g. slightly higher secondary/tertiary sectors in UK in 1996 (1) small primary in UK larger in South Korea (1)	2x1	2
(iii)	No marks for examples. bottom line responses: Primary is finding/obtaining natural resources / getting materials out of the ground Secondary is making or manufacturing goods Tertiary providing a service	3x1	3
(b)(i)	Bottom line response: A trans-national company has a branch office or factory in more than one country		1
(ii)	Secondary		1
(iii)	Award marks for 2 separate distribution points. Examples: Several Samsung factories in MEDC (1) a large number in LEDC (1); clustered in Western Europe (1) and Far East (1) isolated ones in South America (1) most are North of the Equator (1) Credit if can name countries (1) USA (1) accurate numbers = 1 mark	2x1	2
(c)(i)	Two qualified reasons based on map evidence. Close to Teeside airport (1) for managers/small components (1) close to major roads (1) for delivery/access for lorries/workers (1) near urban area (1) for labour supply (1) near universities (1) research and development (1) close to coast (1) imports/exports (1)	2x (1+1)	4
(ii)	Either two qualified or four simple advantages. Examples: Advantages in employment from urban areas e.g. Darlington (1), linkage to local firms (1), increase in wages (1) and positive multiplier effect (1), work at ports exporting/importing (1), reduced unemployment and related problems (1) putting Teeside on global map/prestige (1) may attract other firms (1) and improve economy (1)	4x1 or 2x(1+1)	4

Qn	Expected answers		Mark
(d)(i)	Two correctly labelled areas		2
(ii)	<p>Either two elaborated or four simple points</p> <p>Environment: loss of trees (1), hedgerows (1), noise/air pollution (1) may affect wildlife (1) and loss of habitats (1) visual ugliness (1)</p> <p>Local people: increased local traffic causing congestion (1) air/noise pollution (1), large factory employing many may force others to close (1) causing local unemployment (1)</p>	1x4 or 2x(1+1)	4
(e)	<p>Case Study: Economic activity must be primary or tertiary. Examples could include the locations of a farm, a mine, a quarry, commercial fishing grounds, forestry, shopping centres, a tourist resort. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. of 3 marks for inappropriate example.</p> <p>Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well.</p> <p>Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well.</p> <p>Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5	5 (30)

Mark Scheme C6 (F)	Knowledge	Understanding	Application	Skills
(a)(i)			1	1
(ii)				2
(iii)	3			
(b)(i)	1			
(ii)	1			
(iii)		1		1
(c)(i)	1	1	1	1
(ii)	1	3		
(d)(i)			1	1
(ii)	1	3		
(e)	2	2	1	
	10 (10)	10 (10)	4 (3)	6 (7)

Paper 2 – Higher Tier

Qn	Expected answers		Mark
<p>A1(a)(i)</p>	<p>1 mark each for locational point: maximum 1 for Low/Warm/Cold.</p> <p>e.g. Low pressure centre on east coast of USA (1), over North Carolina (1). Warm front mostly out over Atlantic Ocean (1) and North Carolina / Virginia border (1). Cold front along east coast of USA (1) from North Carolina towards Florida (1) west of warm front (1)</p>	3x1	3
<p>(ii)</p>	<p>Weather Station A: need 4 points from the station</p> <p>e.g. Cloud cover 6 oktas, Temperature -8°C, NW Wind direction, Snowing, Wind speed 38-42 knots (or figure within range).</p> <p>No need for figures for mark. Mark as $\frac{1}{2}$ correct = 1, $\frac{3}{4}$ correct = 2</p>		
<p>(iii)</p>	<p>Any three comparative statements needed; maximum 2 if just list figures but no comparison.</p> <p>e.g. At B temperature is 1°C which is warmer/higher than -8°C at A (1). At B wind speed is 63-67 knots which is stronger/higher than 38-42 knots at A (1). At B wind direction is South Westerly whereas at A it is North West (1). At B it is drizzling but at A it is snowing (1). At B cloud cover is 3 oktas which is less/clearer than the 6 oktas at A (1)</p>	3x1	3
<p>(b)(i)</p>	<p>Locations can be described with reference to map and/or the diagram. Need 1 for correct point for each weather station.</p> <p>Weather Station A is 150/200km behind the surface cold front (1), in the cold sector behind the cold front (1) over South Carolina (1). Weather Station B is 150km in front of the surface cold front (1) 200km behind the surface warm front (1), in the warm sector of the depression (1), east of North/South Carolina (1).</p>	1+1	2

Qn	Expected answers		Mark
(ii)	<p>Mark is for reason; differences already stated earlier. Could give two reasons in detail or four separate reasons for four differences.</p> <p>Weather Station A: Greater cloud cover at A because cold front has forced warm air to rise quickly (1) giving heavy cloud and snow (1); because cold air temperature is lower at -8°C than B (1), it is colder; because winds are from NW (1), wind direction is from NW; because the station is west of central low (1) and air circulates anti-clockwise in northern hemisphere around depression (1).</p> <p>Weather Station B: Less cloud here because air not being forced to rise by fronts (1); some convection cloud only (1) which gives showers of rain instead of snow (1) because temperatures are higher (1), 9°C warmer because air from South West (1), Wind direction is SW because station is west of central low (1) and air circulates anti-clockwise in northern hemisphere around depression. (1)</p>	4x1 or 2x(1+1)	4
(c)(i)	<p>Storm track from Gulf of Mexico, west of Florida along east coast of North America towards Pennsylvania. Need two reference points; more than from south-north.</p>		1
(ii)	<p>On 12th March low pressure centre was 989 millibars over Gulf of Mexico (1). It then moved north/north-north-east over Georgia/Carolinas (1) became less from 973 to 964mb over Virginia on 13th March (1), on 14th March slight fall to 963mb east of Lake Ontario/New York State (1).</p> <p>Any 2 progressive points. No marks for just listing changes in pressure figures.</p>	2x1	2

Qn	Expected answers		Mark
(iii)	<p>Effects on people and environment/places could be direct/indirect: positive/negative. Must refer to people and environment/place (maximum 3 if only refer to people or environments/places). Place name not essential.</p> <p>Should refer to at least 2 extreme weather examples (maximum 3 if only one). For example:</p> <p>Thunderstorms and tornadoes in Florida may have damaged: Environments/Places: housing (1) and caused floods (1). People: leaving people homeless (1) deaths by drowning/building collapse (1).</p> <p>Giant waves out to sea may have caused: Environments/Places: ships to be damaged/capsize (1) high tides may have flooded coastline and damaged buildings (1) or harbours (1). People: drowned at sea (1) lifeboat/coastguards involved (1) business on coast ruined (1).</p> <p>Heavy snow in New York may have: Environments/Places: brought down electricity lines (1), traffic/transport problems (1). People: will have no electricity so heating/cooking/lighting problems (1).</p> <p>High winds in New York may have: Environments/Places: damaged buildings/roofs (1) brought down power lines (1) closed airports (1). People: people homeless (1), deaths (1), no electricity for cooking/heating (1) cannot fly from airports (1).</p> <p>Record low temperatures in New England States and S. Canada may have caused: Environments/Places: partly frozen lakes e.g. Ontario shore (1), transport accidents (1). People: heating problems (1) traffic chaos (1) death from freezing (1), opportunities for ice skating (1).</p>	2 x(1+1) + 1	5

Qn	Expected answers		Mark
(d)	<p>Case Study: Climate types could include Equatorial Climate in Brazil, Tundra Climate in Northern Russia, Mediterranean Climate in France. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. Level 2 = 4 marks for inappropriate example. Weather event max. Level 2 = 4 marks.</p> <p>Level 1: Provides simple description or explanation only.</p> <p>Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well.</p> <p>Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well.</p> <p>Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5/6 7/8	8 (30)

Mark Scheme A1 (H)	Knowledge	Understanding	Application	Skills
(a)(i)	1			2
(ii)			1	1
(iii)		2		1
(b)(i)			1	1
(ii)	2	2		
(c)(i)				1
(ii)			1	1
(iii)	2	3		
(d)	4	3	1	
	9 (10)	10 (10)	4 (3)	7 (7)

Qn	Expected answers		Mark
A2(a)(i)	<p>Need two different locations: Western Europe/Scandinavia (1), North America/Canada (1) and Northern Russia/Asia (1). Accept all in MEDC/northern hemisphere; none in LEDC/southern hemisphere (1). North of Tropic of Cancer (1) Between tundra and deciduous forest (1)</p>	2x1	2
(b)(i)	<p>Look for two reference points/trends. No marks for list. Max 1 for simple rise/fall trend. Should refer to both with qualification for two.</p> <p>e.g. -8°C in January then rises to 0°C in April. Reaches 6°C in May and rises to maximum 15°C in July then falls back to 7°C in October, 0°C in November and -7°C in December.</p>		2
(ii)	<p>Trees cannot grow during October/April (1) because it is too cold being below 6°C (1). Trees can grow for 5 months from May to October (1) as it is warm enough above 6°C (1).</p>	2x1	2
(iii)	<p>No marks for restating features from textblock. Looking for two features and qualifications. Coniferous trees are adapted to this climate because:</p> <p>Thin needles form leaves which reduce evapo/transpiration (1) so less moisture loss in winter (1). Thick bark protects tree against cold winds (1) so less drying out (1) or freezing (1). Cones protect seeds (1) from freezing during cold winter (1). Downward sloping branches allow snow to slide off (1) so weight does not break branches (1). Long roots provide anchorage in strong winds (1) so can survive by strength (1); also search for water/nutrients (1) Cones allow spread of seed before deciduous (1) as they open in spring sunlight (1). Compact conical shape allows for stability in wind (1). Thin tall shape allows many to grow close to each other (1) forming a thick protective screen (1).</p>	2x(1+1)	4
(c)(i)	<p>Can refer to map or from knowledge. e.g. Acid rain is shown affecting more than one country in Scandinavia so it has an international dimension (1); The prevailing wind is shown blowing from the UK towards Scandinavia causing acid rain (1); It is of concern as one country causes acid rain in another (1).</p>		1
(ii)	<p>A net importer is a country that receives more acid rain from other countries than it produces itself (1).</p>		1

Qn	Expected answers		Mark
(c)(iii)	<p>Four progressive points needed. Some from diagram; accept others from knowledge.</p> <p>e.g. UK has power stations and factories and traffic pollution (1). These produce sulphur and nitrogen which rise into the atmosphere (1) and are taken by south-west prevailing winds (1) towards Scandinavia where relief (1) causes precipitation (1) and acid rain falls onto Scandinavia (1) and damages trees and wildlife (1).</p>	4x1	4
(d)(i)	An ecosystem is a system containing plants and animals (1) and the habitats/environments in which they live (1).	2x1	2
(ii)	<p>Look for two qualified statements (1+1); can refer specific trees and/or wildlife on food web with examples.</p> <p>e.g. damage to leaves by acid (1), can restrict photosynthesis (1), acid rain taken up by roots (1), can damage trees/grasses/shrubs from inside (1), loss of plants removes food (1) for primary consumers (1), loss of primary consumers (1) may effect other parts of food web (1), acid rain in soil reduces pH (1) and may affect decomposers (1).</p>	2 x (1+1)	4
(e)	<p>Case Study: Likely to be Tropical Rain Forest or Savannah ecosystems; may refer to local woodlands/nature reserves. Should show understanding of sustainable strategies and how successful the methods have/may be. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked.</p> <p>Level 1: Provides simple description or explanation only.</p> <p>Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well.</p> <p>Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. An appropriate choice of case study applied well.</p> <p>Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well.</p>	<p>1/2</p> <p>3/4</p> <p>5/6</p> <p>7/8</p>	8 (30)

Mark Scheme A2 (H)	Knowledge	Understanding	Application	Skills
(a)		1	1	
(b)(i)				2
(ii)			1	1
(iii)	2	2		
(c)(i)	1			
(ii)		1		
(iii)		2		2
(d)(i)	1	1		
(ii)	1	1	1	1
(e)	4	3	1	
	9 (10)	11 (10)	4 (3)	6 (7)

Qn	Expected answers		Mark
B3(a)(i)	Stores/flows should be from diagram but not necessarily named on it. A river is not a store. e.g. Stores: trees, clouds, soil Flows: groundwater, throughflow, overland flow/run-off Mark as $\frac{1}{2}$ correct = 1, $\frac{3}{4}$ correct = 2		2
(ii)	Less water intercepted (1) so greater overland flow (1). Water would reach channel quickly (1) so may increase flooding (1). Less transpiration into air (1) so may reduce condensation here (1).	(1+1)+1 or (1+1+1)	3
(b)(i)	1 mark for each valid description. e.g. Must refer to two separate areas. Along the river east/downstream of Harbin city (1) north of Khabarousk (1). East of marshland (1) at confluence of Sangari/Amur rivers (1).	2x1	2
(ii)	Two reasons required each with a qualification. Should refer to map. Can gain all marks for one area of flooding. e.g. Deforestation in hills north of Harbin (1) leads to increased run off (1). At Harbin city tributaries from Great Hingan mountains meet at confluence (1) so large amount of water in channel (1). e.g. Marshland indicates low lying floodplain (1) so vulnerable to flooding with only low increase in discharge (1). Two rivers met at confluence near Khabarousk (1) causing greater flooding to north (1).	2x(1+1)	4
(c)(i)	Award 1 mark for recognising two peaks (1) and 1 for date references (1) with (1) for reference to figures. If recognises two peaks give 1 mark. e.g. The discharge rises from 17 to 36 cumecs (1) between 11/15th July (1); it then falls to 19 cumecs (1) by 22nd July (1) then rises again to 37 cumecs by 26th July (1).	(1+1+1)	3

Qn	Expected answers		Mark
(ii)	<p>Allow 2 marks for recognising/stating the two delays i.e. 12/15th July was 3 days in first Peaks (1) and 23/26th July was four days in second Peaks (1).</p> <p>Reasons can be four simple statements or two qualified.</p> <p>e.g. Rain falls in drainage basin not the river (1) so must be some delay in getting into the river (1); soils in some parts of basin may be permeable (1) water goes into groundflow (1); slopes may be gentle (1) so overland flow is slow (1); soils may be dry in previous days (1) so infiltration high (1). May be trees on some areas of highlands (1) so interception/obstacles (1).</p>	(4x1) or 2x(1+1)	4
(d)	<p>Two measures each require a clarification. Accept immediate response by organisation using existing protection schemes.</p> <p>e.g. Sand bags along entrances/boundaries (1) to prevent ingress of water (1); Movement of valuable articles upstairs (1) to keep them above likely flood level (1); Could temporarily raise banks of rivers (1) to increase flow within channel (1); Mobile properties/animals could be taken to high ground (1) to be above flood level (1).</p>	2x (1+1)	4
(e)	<p>Case Study: May choose region of UK or LEDCs such as Ethiopia, Sahel region. Should refer to people and environment/ecosystems affected and suggest solutions eg build new reservoirs or water conservation measures such as hose-pipe bans, mend leaking pipes, transfer water from abroad. If choose LEDC may describe/suggest alternative technologies involving pumps and simple water transfers. Could choose large-scale solutions such as Libya's Man-Made Project or the Hoover Dam in the USA. Should show understanding of sustainability and how the methods have/could lead to this. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. Level 2 = 4 marks for inappropriate example.</p> <p>Level 1: Provides simple description or explanation only. Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well. Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well. Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5/6 7/8	8 (30)

Mark Scheme B3 (H)	Knowledge	Understanding	Application	Skills
(a)(i)	1			1
(ii)	1	1		1
(b)(i)			1	1
(ii)	1	2		1
(c)(i)			1	2
(ii)	2	2		
(d)	2	2		
(e)	4	3	1	
	11 (10)	10 (10)	3 (3)	6 (7)

Qn	Expected answers		Mark
B4(a)(i)	177567. Allow 1 either way for 3rd and 6th number.		1
(ii)	Two points required. e.g. Material would be transported by the sea (1) by longshore drift (1) in a south/south-easterly direction (1) along the coast (1) and may be deposited further south (1)	1+1	2
(b)(i)	e.g. looks weak and easy to erode (1); evidence of recent slumping (1); material from top accumulated at the base (1); evidence of beach at base of cliff (1) possible wave-cut notch (1).	1+1	2
(ii)	Could refer to weathering or erosion/transport or deposition processes. May refer to wave processes e.g. of hydraulic action, corrosion, attrition, but must show they understand them. e.g. weathering by action of wind/salt loosens cliff (1) unconsolidated material easily slides down (1) undercutting by inland streams may cause slumping (1), wave action may involve strong backwash (1) and remove loose material (1); if swash strong may involve erosion and undercutting (1).	(1+1+1)	3
(iii)	Two ways each with a qualification: e.g. Difficult to insure property (1) so large financial cost (1); difficult to sell property (1) so difficult to move away to safer/another area (1); reduction in value of property (1) as less land to sell/fears of future collapse (1); stress/health problems (1) because fear of living close to cliff (1); Collapse of house (1) will force migration away (1).	(1+1) x2	4

Qn	Expected answers		Mark
(c)	<p>Need to describe and explain how the coast has been protected. Maximum 2 marks if no reference to map/photograph.</p> <p>e.g. Groynes built between North Cliff/206487 and South Cliff/213468 (1) to prevent movement of sand south (1) and protect cliff from wave attack (1) and to preserve beach for tourists (1).</p> <p>e.g. Sea walls built in front of cliff/Hornsea (1) to take the force of breaking waves (1) and protect less-resistant cliff/settlement behind (1).</p> <p>e.g. Boulders against the sea wall (1) and break the force of the waves (1).</p>	2x (1+1)	4
(d)	<p>Two or three reasons with qualification.</p> <p>Protected areas: large urban area at Hornsea (1) means cost of protection worthwhile (1) for tourists/businesses/residential/transport (1); large area of housing at Hornsea (1) means large local population to influence spending of council; groynes help retain the beach (1) so keeping fixed tourist trade coming to Hornsea (1); protecting town of Hornsea increases wealth into the area from visitors (1) increases positive multiplier effect (1) and increases council taxes (1) can provide improved services (1).</p> <p>Unprotected areas: rural areas are of lower value (1) so little property to protect (1) and few people to lobby for protection (1); lower potential for tourists to use these areas (1) so not worth the investment in protection (1) and little potential extra income (1) for council to spend (1); main road is still nearly 1 km inland of existing coast (1) so no urgency to protect this route yet (1).</p>	3x (1+1) or 2x (1+1+1)	6

Qn	Expected answers		Mark
(e)	<p>Case Study: Could be erosion or deposition. Examples likely to include V-shaped valleys, gorges, meanders, floodplains, levees, deltas. All marks could be obtained from well annotated maps or diagrams. Uses likely to be more successful with deltas, river valleys although some scope for tourism in senses used to attract them to area with caves/arches/stacks/waterfalls. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest mark. Max. Level 2 = 4 marks for inappropriate example.</p> <p>Level 1: Provides simple description or explanation only. Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well. Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well. Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well.</p>		
		1/2	
		3/4	
		5/6	
		7/8	8
			(30)

Mark Scheme B4 (H)	Knowledge	Understanding	Application	Skills
(a)(i)				1
(ii)		1		1
(b)(i)			1	1
(ii)	1	2		
(iii)	2	1		1
(c)	1	1		2
(d)	2	2	1	1
(e)	4	3	1	
	10 (10)	10 (10)	3 (3)	7 (7)

Qn	Expected answers		Mark
C5(a)(i)	Two ways from knowledge or by providing comparative statements using the table. Allow 1 maximum if refer to location as a difference from map e.g. in South not North. e.g. LEDCs have higher children per woman (1); lower life expectancy (1), lower GNP/head or income/wealth (1) lower percentage access to safe water (1) higher percentage working in primary industry (1), lower percentage in secondary (1), higher percentage living in rural areas (1).	2x1	2
(ii)	1 mark with qualification for each reason given. Should be for differences given above. Could reverse examples and give reasons for MEDC first. e.g. LEDC have higher birth rates/children per woman because less family planning (1) so more children are born (1) giving a lower quality of life (1) but security in large family for providing food (1) or care in old age (1); e.g. LEDC have lower life expectancy because of worse medical facilities (1) lower access to safe water (1) so disease kills more (1); e.g. LEDC have higher percentage living in rural areas because need to provide food (1) and that is where it can be produced (1).	(1+1) x2	4
(b)(i)	50 years or less: Western Sahara, Mauritania, Senegal, Gambia, Guinea Bissau, Guinea, Sierra Leone, Burkina Faso, Benin, Mali, Niger, Chad, Ethiopia, Eritrea, Somalia. more than 65 years: Algeria, Tunisia.	1+1	2
(ii)	This includes 51-55 and 50 years or less groups in key. In belt across North Africa around 20°N (1) from Mauritania in West across to Chad in centre (1) then to Ethiopia, Eritrea and Somalia in east (1), accept one negative point e.g. none along north coast (1).	1+1	2
(iii)	1 mark plus 1 for qualification. Give credit if refer to countries from map as examples or knowledge of particular countries. May refer to higher or lower in comparison so following may be reversed. Could link tourism to government spending or civil war for various reasons. Some countries may suffer from drought (1) so people cannot get enough food to live (1); some have more disease than others (1) e.g. malaria (1); some have better health care (1) so people live longer (1); some have civil wars (1) so people are killed (1) or cannot get food/water (1); some have natural disasters (1) so people do not live long (1); some have deforested woodland (1) causing soil erosion (1) so people cannot grow food/water (1).	(1+1) x2	4

Qn	Expected answers		Mark
(c)(i)	<p>Allow maximum 3 for population or employment comparisons. Look for comparative statements and/or percentage figures.</p> <p>Population structure: e.g. France has 15% between 0-10 but Senegal has far more (1) with 31% (almost $\frac{1}{3}$) (1); France has 15% male between 0-20 but Senegal has higher (1) with 23% (1); France has 22% over 50 but Senegal has far less (1) with 3% (1); France has 12% over 60 but Senegal has none (1) so life expectancy lower (1).</p> <p>Employment structure: e.g. France has smaller primary industry of 8% (1) Senegal is much higher at 80% (1); France has larger secondary industry at 20% (1) but Senegal is much lower at 5% (1); France has larger tertiary industry at 72% (1) but Senegal has only 15% (1).</p>	Allow 3+1 or (1+1) x2	4
(ii)	<p>2 qualified points looked for here (Look for 1+1). Allow maximum 3 for one well qualified point.</p> <p>e.g. large number of children (1) so needs large food supply (1) so has large primary industry (1) and little opportunity to save money (1). Cannot develop a large mature workforce (1) as life expectancy 50 years or less (1). Small workforce relative to total (1) so children have to work (1) little opportunity for education (1) so skills development limited (1) and so economic development/earning power low (1) keeping GNP per head low (1). Little chance to develop secondary/tertiary industry (1) as providing food to survive is priority (1) so cannot earn money to improve infrastructure (1) so large primary sector remains (1). Large primary sector (1) makes economy vulnerable to global fluctuations in demand (1). Access to safe water low (1) so workforce not healthy (1) and poor medical facilities (1) lead to low life expectancy (1) so difficult to improve economy and change employment structure (1). Credit references to vicious circle of poverty.</p>	Allow 3+1 or 2 x (1+1)	4

Qn	Expected answers		Mark
(d)	<p>Case Study: Could be EU country or region or another MEDC (not UK). Note the emphasis on changes in employment opportunities and the effects on people and the area. Could be increased unemployment or increased opportunities from primary, secondary or tertiary activity. Example must be from last 50 years and preferably more recent. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. Level 2 = 4 marks for inappropriate example.</p> <p>Level 1: Give simple description or explanation.</p> <p>Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well.</p> <p>Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well.</p> <p>Level 4: Names an appropriate example. Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5/6 7/8	8

Mark Scheme C5 (H)	Knowledge	Understanding	Application	Skills
(a)(i)	1		1	
(ii)	2	2		
(b)(i)				2
(ii)			1	1
(iii)	2	2		
(c)(i)		1	1	2
(ii)	2	2		
(d)	4	3	1	
	11 (10)	10 (10)	4 (3)	5 (7)

Qn	Expected answers		Mark
C6(a)(i)	Mark for general trend rather than by separate decades e.g. general decrease in secondary (1) or it fell from 44% to 37% (1).		1
(ii)	Comparisons required for each sector; figures not essential but credit if only two general trends given: e.g. primary fell in UK (from 15% to 3%) but in S Korea much larger fall (from 66% to 15%) (1). high rate of secondary percentage increase in SK (from 6%-33%) whereas general decline in UK (from 44% to 37%) (1). tertiary rose in UK (from 44% to 60%) but rose more in S Korea (from 28% to 52%) (1).	3x1	3
(b)(i)	A trans-national company has a branch office or factory in more than one country.		1
(ii)	Allow maximum 2 if describe distribution of factories or main offices but do not compare. Similarities: Clustered in Western Europe (1) and Far East (1) No offices or factories in Australia (1). Differences: Eleven Factories in Far East (1) but only four offices (1); only one factory in North America (1) but five offices (1) three offices in separate countries in South America (1) but only one factory in Brazil (1); three offices in Africa but no factories (1). Credit if can name countries (1).	4x1	4
(c)(i)	Any two advantages. Allow reference to coast in (i) or (ii) e.g. closer to large European market (1), saves transport costs from South Korea (1) closer to market to react to changes (1) incentives e.g. low tax, cheap land (1) compete in free market (1) without tariff/quotas (1).	(2x1) or 1+1	2
(c)(ii)	Two or three advantages based on map/knowledge: e.g. close to Teesside airport for business/small parts (1), close to major roads such as A1 for deliveries (A1) (1), close to large towns for sources of labour (1), may be tax incentives in area of high unemployment (1), close to Universities (1) for R + D (1)	3x1	3
(d)(i)	At least one evidence from photograph; other one could be implied: e.g. loss of trees/hedgerows (1); noise/air pollution/loss of habitats may affect wildlife (1); visual ugliness may make scenery less attractive (1)	2x1	2

Qn	Expected answers		Mark
(ii)	<p>The Local Economy: Advantages: linkage to local firms (1), increase in wages (1) and positive multiplier effect (1), putting Teesside on global map/prestige (1) may attract other firms (1) and improve economy (1). Disadvantages: large factory employing many may force others to close (1) due to better wages on offer (1); those without skills may increase local unemployment (1).</p> <p>People: Advantages: in employment from urban areas e.g. Darlington (1) and ports (1). Disadvantages: increase local traffic causing congestion (1) air/noise pollution (1). (must not repeat pollution from d(i)) (Three qualified statements i.e. 1+1; maximum 4 marks for advantages or disadvantages only). Max 4 marks if only local economy or people.</p>	3x (1+1)	6
(e)	<p>Case Study: Economic activity can be from primary or tertiary. Examples could include the locations of a farm, a mine, a quarry, commercial fishing grounds, forestry, shopping centres, a tourist resort. Look for both positive and negative effects on people and the environment. For application the candidate should have chosen an appropriate example and applied it within the context of the question asked. Work upwards from lowest level. Max. Level 2 = 4 marks for inappropriate example.</p> <p>Level 1: Gives simple description or explanation. Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well. Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well. Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well.</p>	1/2 3/4 5/6 7/8	8 (30)

Mark Scheme C6 (H)	Knowledge	Understanding	Application	Skills
(a)(i)			1	
(ii)		1		2
(b)(i)	1			
(ii)		1	1	2
(c)(i)		1		1
(ii)	1	1	1	
(d)(i)	1			1
(ii)	3	3		
(e)	4	3	1	
	10 (10)	10 (10)	4 (3)	6 (7)

Paper 3 – Foundation Tier

Qn	Expected answers		Mark
A(a)(i)	Accept any from: Beijing, Bombay, Cairo, Mexico City, Rio de Janeiro, Sao Paulo – [1]. City must be on map.		1
(ii)	Sao Paulo (1990) - 15 million Sydney (2015) - 4 million Sydney growth - 0.5 million All 3 correct + 2 marks. One or two correct + 1 mark.		2
(iii)	Tokyo - [1] Bombay - [1] Sydney - [1]	3x1	3
(iv)	3 or 4 correct = 2 marks; 1 or 2 correct = 1 mark. Accept four simple correct reasons e.g. Push factors: natural disasters [1], warfare [1], eviction [1], poor housing [1] Pull factors: to be with family/friends [1], better education [1], better housing [1] Accept opposites – beware of repetition: harvest/jobs	2x1	2
(v)	Naming a valid problem - [1] Explaining why it is a problem - [1] Problem: squatter settlements - [1] Why: people live in cramped conditions [1] with a high incidence of disease [1] further elaboration of this problem [1] Problem: young workers leave countryside [1] Why: elderly workers remain behind not able to work as hard [1] lower crop yields [1] more resistant to change [1] Note: problems can relate to city and/or countryside. Explanation can be two simple statements or one elaborated one.		4
(b)(i)	3 or 4 correct = 2 marks; 1 or 2 correct = 1 mark Industry/factories [1], inner cities [1], unemployment [1], counter-urbanisation [1]	2x1	2
(ii)	Reason - [1], elaboration - [1] e.g. Reason: rising crime rates [1] Elaboration: lead to people being afraid [1] Reason: people become better paid [1] Elaboration: move to new housing in suburbs [1] Note: credit both push and pull reasons.	1+1	2

Qn	Expected answers		Mark
(b)(iii)	<p>Problem - [1], elaboration [1 or 2] up to max. of [3] e.g.</p> <p>Problem: fewer people in inner city [1] so less money spent in local economy [1] therefore shops/services close down [1]</p> <p>Problem: many buildings become derelict [1] which makes the environment unattractive to live in [1]</p> <p>Note: credit answers which relate to inner city and to destination areas such as villages/countryside.</p>	(1+1) x2	4 (20)
B(a)	<p>3 or 4 correct = 2 marks; 1 or 2 correct = 1 mark</p> <p>Australia [1], New South Wales [1], west or south west [1], Darling [1]</p>	2x1	2
(b)(i)	<p>Y - warehouses/factory/docks/superstore/marina/harbour [1] Z - commercial/offices/skyscrapers/high rise [1]</p>	2x1	2
(ii)	<p>Reason – [1], elaboration [1] e.g.</p> <p>Reason: lots of competition for land / space is restricted [1] Elaboration: therefore costs are high [1] buildings are taller rather than spread out</p> <p>Allow two simple reasons</p>	1+1	2
(c)(i)	0-19 [1]		1
(ii)	Bottom line response. The number of people 60+ increases		1
(iii)	<p>Credit the correct height of the bars (bars do not need to be shaded)</p> <p>20–59 – if from 1500, line at 13300 [1] 60+ – if from 13300, line at 16000 [1] Mark as if separate bars</p>	2x1	2
(iv)	<p>Description - [1], qualification [1]</p> <p>Description: increases [1] Qualification: rapidly/quickly.[1] If answer only says doubles every ten years, then award [2]</p>	1+1	2
(d)(i)	<p>In 20-29 age group [1]</p> <p>Place of origin: most were born elsewhere/away from area in the suburbs [1] Place of work: most work in Pyrmont [1]</p>	3x1	3
(ii)	Advantage – any one from: able to get up to date information (1), easy to copy/cut and paste into documents (1), information not available elsewhere (1)		2
(iii)	Benefits: money into local economy [1], might improve services [1], might create jobs [1], bring professional skills [1]		1

Qn	Expected answers		Mark
(iv)	Problem [1], reason [1] Problem: new residents may be better qualified [1] Why: they might take jobs that locals have been doing [1]	1+1	2
(v)	Accept one reason from the following: because it is an area of cheap housing (1), to be near friends/relatives (1), they have got a job in the area (1) Note references to housing must be qualified		1
(e)(i)	1 mark for correctly drawn bar		1
(ii)	Answer could be yes or no! (no marks for this) Level 1: Simple correct statement in support of answer [1] Level 2: A correctly reasoned statement in support of answer [2]		2 (24)
C(a)(i)	They are mostly near the harbour, in the north of Pymont [1]		1
(ii)	Allow between 1400 and 1500 metres [1]		1
(b)(i)	High Density		1
(ii)	Bottom line = more accessible by sea		1
(c)(i)	Benefit [1], reason [1] benefit can be implied or direct e.g. attract tourists [1] Benefit: might provide more jobs [1] Reason: people would be able to spend more money [1] Benefit: as there would be a wider range of leisure facilities [1] Reason: people would have more to do in their free time [1]		2
(ii)	Allow mark for a simple reason eg air pollution [1], more cars [1], noise pollution [1], more people visiting [1]		1
(d)(i)	Buildings – new shops [1] entertainment [1] sporting facilities [1] allow well designed [1]		1
(ii)	Business person wants to attract new people into the area [1] residents' spokesperson wants to improve things for local people [1]		1

Qn	Expected answers		Mark
(e)	<p>The map and letter should be marked together. The map only serves to hint at what is to come and shows the candidate's planning. It carries no marks by itself unless there is no letter written.</p> <p>Three levels are to be used. We are looking for evidence of realistic planning with regard to the information contained in the exercise, and the candidates' ability to explain/justify what they have done.</p> <p>Level 1: Descriptive response. There is some demonstration of basic linguistic ability. Annotate on scripts with D.</p> <p>Level 2: Descriptive response but with simple reasoning. Language is used with some accuracy and some specialist terms are effectively used. Annotate on scripts with S.</p> <p>Level 3: Descriptive response but with elaborate reasoning. Mainly accurate use of language. Specialist terms used with facility. Annotate on scripts with an E.</p> <p>Determining the levels</p> <p>Level 1: answers will be entirely descriptive completely lacking in reasoning or justification. If an answer falls within level 1, begin by giving it 2 marks, then decide whether it is so weak that it is only worth 1 mark, or whether there are hints at reasoning or detailed description, in which case it would be worth 3 marks.</p> <p>Level 2: answers will contain description with some simple valid reasoning. One, two or three simply reasoned statements may accompany each descriptive point. If you believe an answer falls in level 2, begin by awarding it 5 marks. If the reasoning is limited and simple give it 4 marks, but if linked simply reasoned statements, that hint at elaboration accompany the descriptive points, then give it 6 marks.</p> <p>Level 3: answers will contain clear realistic description with elaborated reasoning. The reasoning is more 'mature' and 'sophisticated', as opposed to a number of linked but simple reasons.</p> <p>Note: we are not 'counting' the number of simple or elaborated reasons, but are examining the quality of the reasoning with regard to the geographical challenge set.</p>	<p>1/3</p> <p>4/5</p> <p>6/7</p> <p>7</p> <p>(16)</p>	

Assessment Grid
Paper 3 – Foundation Tier

	Knowledge	Understanding	Application	Skills
A(a)(i)				1
(ii)				2
(iii)				3
(iv)	2			
(v)	2	2		
(b)(i)		2		
(ii)	1	1		
(iii)	2	2		
B(a)				2
(b)(i)				2
(ii)	1	1		
(c)(i)				1
(ii)			1	
(iii)				2
(iv)		1		1
(d)(i)			2	1
(ii)	1	1		
(iii)		1		
(iv)		1	1	
(v)	1			
(e)(i)				1
(ii)			2	
C(a)(i)			1	
(ii)				1
(b)(i)			1	
(ii)		1		
(c)(i)		2		
(ii)		1		
(d)(i)		1		
(ii)		1		
(e)		2	2	3
Total	10	20	10	20

Paper 4 – Higher Tier

Qn	Expected answers		Mark
<p>A(a)(i)</p> <p>(ii)</p> <p>(iii)</p>	<p><i>accept the first answer given</i></p> <p>Tokyo [1] Mexico City [1] Bombay [1] Sydney [1]</p> <p>No elaboration required. Can be a general reason or related to “natural increase” or “in-migration”. The reason must be relevant to urban growth.</p> <ul style="list-style-type: none"> – high natural birth rate – migration from the countryside – lack of contraception – crop failure <p>must be a clear ‘push’ or ‘pull’ ‘better quality of life’ must be qualified</p> <p>1 mark for each simple statement of a problem. The problem could be for a city or rural area. For example:</p> <p>City: overcrowding [1] little job opportunities [1] depressed wage levels [1] much air pollution [1]</p> <p>Rural: loss of young workers [1] farming difficulties [1] elderly left with no help [1]</p>	<p>1 x 4</p> <p>1 + 1</p>	<p>4</p> <p>1</p> <p>2</p>
<p>(b)(i)</p> <p>(ii)</p>	<p>1 mark for accurate statement of the difference.</p> <ul style="list-style-type: none"> – ‘urbanisation is the growth of cities and towns’ – ‘whereas counter-urbanisation is the migration of people from urban areas’ – not ‘to suburbs’ or ‘urban decay/decline’ <p>1 mark for reason + 1 mark for elaboration (Don’t credit: ‘<i>people moved in, so ...</i>’, since this is untrue on the diagram) <i>for example:</i></p> <ul style="list-style-type: none"> – ‘jobs have been lost[1]’ – ‘competition from overseas [1] ... led to factories, such as textiles, closing down [1]’ – ‘inner city areas became inaccessible [1] ... so firms located elsewhere [1]’ 	<p>1 + 1</p>	<p>1</p> <p>2</p>

Qn	Expected answers		Mark
(iii)	<p>1 mark for the reason and 1 mark for elaboration of why people moved out.</p> <p>Reason could be 'push' or 'pull' factor, but don't credit individual/personal reasons (e.g. 'to get married' 'bigger family') <i>for example:</i></p> <ul style="list-style-type: none"> - 'better transport such as cars/roads [1]... meant that people could commute to work [1]' - 'people became better paid [1] ... and could afford to live in more pleasant suburban houses [1]' - 'rising crime rates [1] ... meant that many people did not want to bring up children [1]' - 'new employment opportunities in the suburbs [1]' <p>'push' or 'pull' must be elaborated 'quality of life' needs elaboration</p>	1 + 1	2
(iv)	<p>1 mark for each of the two problems + 1 mark for explanation/elaboration of each one. Credit subjective statements. Might relate to social, economic or environmental problems, but problems must result from people moving out, so 'loss of jobs' needs to be carefully explained: <i>for example:</i></p> <ul style="list-style-type: none"> - 'poorer people left in the inner city [1] ... so councils could not raise tax and money to improve area [1]... which meant that services in the area became run down [1]' - 'the best workers moved out. [1]... so the inner city was less attractive to new businesses [1]' - 'crime might increase [1]... because poverty increases in the inner city [1]' - 'many buildings were left derelict [1]... which made the environment unattractive'[1] - 'villages might get too many new people [1]... so house prices might rise [1]' 	2 + 2	4 (16)
B(a)	<p>only accept accurate geographical descriptions, such as distance and direction. Not 'near to' or 'on the coast'. Need two accurate statements for the mark <i>for example:</i></p> <ul style="list-style-type: none"> - east coast [1] - SE Australia [1] - in New South Wales [1] - east coast of New South Wales [1] - NE of Canberra [1] - 100-250 km from Canberra [1] 		1

Qn	Expected answers		Mark
(b)(i)	A		1
(ii)	1 mark for <i>two or three correct</i> answers, 2 marks for <i>four correct</i> answers: <ul style="list-style-type: none"> – W = road (or similar) – X = open space/park/trees or residential/housing or bridge or industry/offices – Y = something commercial: warehouse/factory/dock/retail/port/leisure not ‘harbour’ – Z = commercial/offices/CBD or apartments/luxury flats (not flats or housing) (not ‘high rise buildings’ or ‘skyscrapers’) 		2
(iii)	Mark awarded for an appropriate explanation, <i>for example</i> : <ul style="list-style-type: none"> – the cost of land is high [1] – there is great demand for the land [1] – there is not much space [1] 		1
(c)(i)	Candidates might avoid 1990 because of confusion, or extrapolate from the 1900 figure in their answer. 1 mark for accurate description of the trend, <i>for example</i> : <ul style="list-style-type: none"> – ‘the population increases’ [1] 		1
(ii)	1 mark for accurate comparison/difference <ul style="list-style-type: none"> – ‘both increase over the twenty years’ [1] – ‘the rate of increase in old people is faster’ [1] must compare change		1
(d)(i)	Advantage – any one from: able to get up to date information [1], easy to copy/cut and paste into documents [1], information not available elsewhere [1] Disadvantage – any one from: question over reliability of data [1], data may be biased [1]	1+1	2
(ii)	1 mark for each of the four descriptions. Must be a <i>comparative</i> statement for example: <ul style="list-style-type: none"> – ‘the local people have a more balanced population structure. Newcomers have fewer children and old people’ [1] – ‘most new residents were born elsewhere, whereas existing residents were mostly born in Pyrmont’ [1] – ‘twice as many newcomers are in professional or managerial jobs compared with locals [1] – ‘more locals work in Pyrmont, four times as many as newcomers’ [1] 	4 x 1	4

Qn	Expected answers		Mark
(iii)	1 mark for benefit + 1 mark for explanation/ elaboration. Do not credit statements from question (i) <i>for example</i> : - 'there are more managerial and professional people (repeat of previous answer), so they might improve services [1] ...by having money to spend in shops and restaurants [1]' - 'there are more managerial and professional people (repeat of previous answer), so they might create jobs locally [1] because they might set up their own business [1]'	2 x 1	2
(iv)	1 mark for problem + 1 mark for explanation/elaboration. Do not credit statements from question (i) <i>for example</i> . – 'newcomers are better qualified [1]... so they might compete with local people for jobs [1]' – extra traffic [1]... could cause traffic congestion in Pymont [1]' – 'some new immigrants who might be prepared to work for lower wages [1]... so they might take the jobs of local people [1]'	2 x 1	2
(v)	minimal elaboration required, but 'services', 'amenities', 'housing' etc. must be qualified. They might give a reason for moving from abroad ('push' or 'pull') or a specific reason for moving into the inner city itself. Maximum 1 mark for 'housing' – 'for jobs' (only allow jobs/employment once) [1] – cheaper housing [1] – better health services [1] – better education [1] – because they might have relatives here [1]	2 x 1	2
(e) (i)	both correct = 1 mark		1
(ii)	Credit only explanation for example: – 'better public transport (no mark) – 'because they may not have cars' [1] or – 'so many people work a distance away in the CBD'. [1]		1
(iii)	No marks for 'they will agree' or 'they will disagree'. Only credit reasons for the (dis)agreement. Credit further elaborations/explanations of each point. – 'and everyone will want better public transport to get to work [1]' – 'they will disagree because they have lived there all their lives [1]' – 'locals are not as rich [1], so they won't agree with the need to improve cafes and restaurants because they won't go out so much [1]' – 'most local people don't have to travel so far for work, so they won't worry so much about improving transport [1] because they can walk [1]'	3 x 1	3 (24)

Qn	Expected answers		Mark
C(a)	mark for accurate description (must be generalisations, not specific) <ul style="list-style-type: none"> – ‘mostly in the north/NE of the peninsula/Pymont’ [1] – ‘mostly on the waterfront or by the harbour/sea/ports/piers or ‘edge of Pymont’ or ‘around Darling Harbour’ [1] 		1
(b)(i)	‘local business person’		1
(ii)	there are a few differences. Credit observations about the ‘services’, the people who will benefit’, not cost: <ul style="list-style-type: none"> – ‘one wants services for local people, whilst other wants big projects to attract people from far afield’ [1] – ‘one wants local people to benefit, the other wants to make money/attract tourists’ [1] 		1
(c)(i)	credit ‘High density’		1
(ii)	don’t credit ‘good’ or ‘bad’, only explanation/evidence and elaboration, (e.g. access to what? Or by what? road/rail/water) <ul style="list-style-type: none"> – ‘poor’... there is a main road [1], but you have to drive through Pymont to get to it [1]’ – ‘good’... ‘there is a dual carriageway within a few hundred metres [1], and a dock where boats can get access [1]’ – the main road is near [1] and gives access to the CBD [1]’ 	1 + 1	2
(d)(i)	I mark for the benefit and 1 mark for the explanation. Must be a benefit for the people in Pymont. Don’t credit ‘car park’ as a benefit <i>for example</i> : ‘jobs in the construction of the developments... and in local cafes’ [1] will <ul style="list-style-type: none"> - ‘bring money [1]’ – ‘entertainment [1]’ – ‘improve the look of the place [1]’ 	1 + 1	2
(ii)	1 mark for reason for opposition + 1 mark for explanation/elaboration as to why people object. <i>For example</i> : <ul style="list-style-type: none"> – traffic congestion [1]... causes inconvenience to locals [1] – noise from people going to the theatre at night [1] ... would disturb local residents [1] 	1 + 1	2

Qn	Expected answers		Mark
(e)	<p>The map and letter are marked together, so the answers are marked according to the quality of the description (plans) and reasoning (justification). This might appear on either the map (as annotations) or as a written answer. The letter must therefore be read with reference to the detailed plans on the outline map.</p> <p>The best plans and justification will be specific to the problems and priorities of the people and environment in Pymont. They might consider different opinions and weigh them up against one another. The best reasoning might consider cost, long term effects, side effects or 'spin offs' and could cite examples from case studies to support the arguments.</p> <p>Level 1: A purely descriptive response, with details presented on the map and/or detailed in the letter; or a plan that only presents simple reasons that might be applicable to 'any town' or inner city area. Unspecific reasoning/ simple justification. Language is used with some accuracy and some specialist terms are effectively used. e.g. 'I decided to build a casino because it will bring employment to local people. The school will be good because children need an education. People need better health care so everyone will be happy with the new hospital.'</p> <p>Level 2: Justification is detailed and extended. Reasons are specific and detailed locationally, socially or economically. The different land uses are developed on the map to meet the needs of specific groups of people (e.g. local or elsewhere, young or old). The plan might address a specific problem or issue that has been raised in Part A or B. Language is used with some accuracy and some specialist terms are effectively used. e.g. 'unemployment has been quite high in Pymont, and many workers are unskilled or semi skilled, so I decided to....' – 'I developed the park in the NE of Pymont because it is next to...' – 'for the older people I have because.. – 'I have put bus stops on the map, because I want to improve local transport for people who want to get to work in the CBD, they are near to where people live'</p>	<p>1-3</p> <p>4-7</p>	

Qn	Expected answers		Mark
	<p>Level 3: As with level 2, locationally specific reasons are presented. This, however, is an integrated plan because it caters for the different needs of different people and is able to justify the plan in these terms. There is almost faultless use of language and a range of specialist terms is used adeptly. The answer might address the key problems of:</p> <ul style="list-style-type: none"> – infrastructure – services – open space – jobs – housing provision <p>The highest level might use case study examples to justify the developments, or it might consider the ‘long term’ sustainability or impact of the plans. It might prioritise appropriately by doing one of the following:</p> <ul style="list-style-type: none"> • comparing the different social, economic and environmental needs of the area. • weighing up the varying needs of different groups of people • developing different schemes in order of priority <p>The answer weighs up options, or explains why one solution is preferable. e.g. ‘Although I agree with the Residents Association representative, I think that the area will only be improved by attracting new people to Pymont, because....’</p> <ul style="list-style-type: none"> – ‘My main priority was to improve the infrastructure in Pymont, because....’ – ‘In the short term, the developments might cost a lot of money, but ..’ <p>The levels on the Foundation and Higher Tier papers address the inclusion of assessment of the Quality of Written Communication.</p>	8-10	10 (20)

Higher Tier – Specimen Paper 4

	Knowledge	Understanding	Application	Skills
A(a)(i)				4
(ii)	1			
(iii)	1	1		
(b)(i)	1			
(ii)	1	1		
(iii)	1	1		
(iv)	2	2		
B(a)				1
(b)(i)				1
(ii)				2
(iii)		1		
(c)(i)				1
(ii)			1	
(d)(i)	1	1		
(ii)		2		2
(iii)			1	1
(iv)			1	1
(v)	1	1		
(e)(i)				1
(ii)		1		
(iii)		1	2	
C(a)(i)			1	
(b)(i)		1		
(ii)		1		
(c)(i)				1
(ii)		1		1
(d)(i)		1		1
(ii)		2		
(e)	1	2	4	3
Total	10	20	10	20