

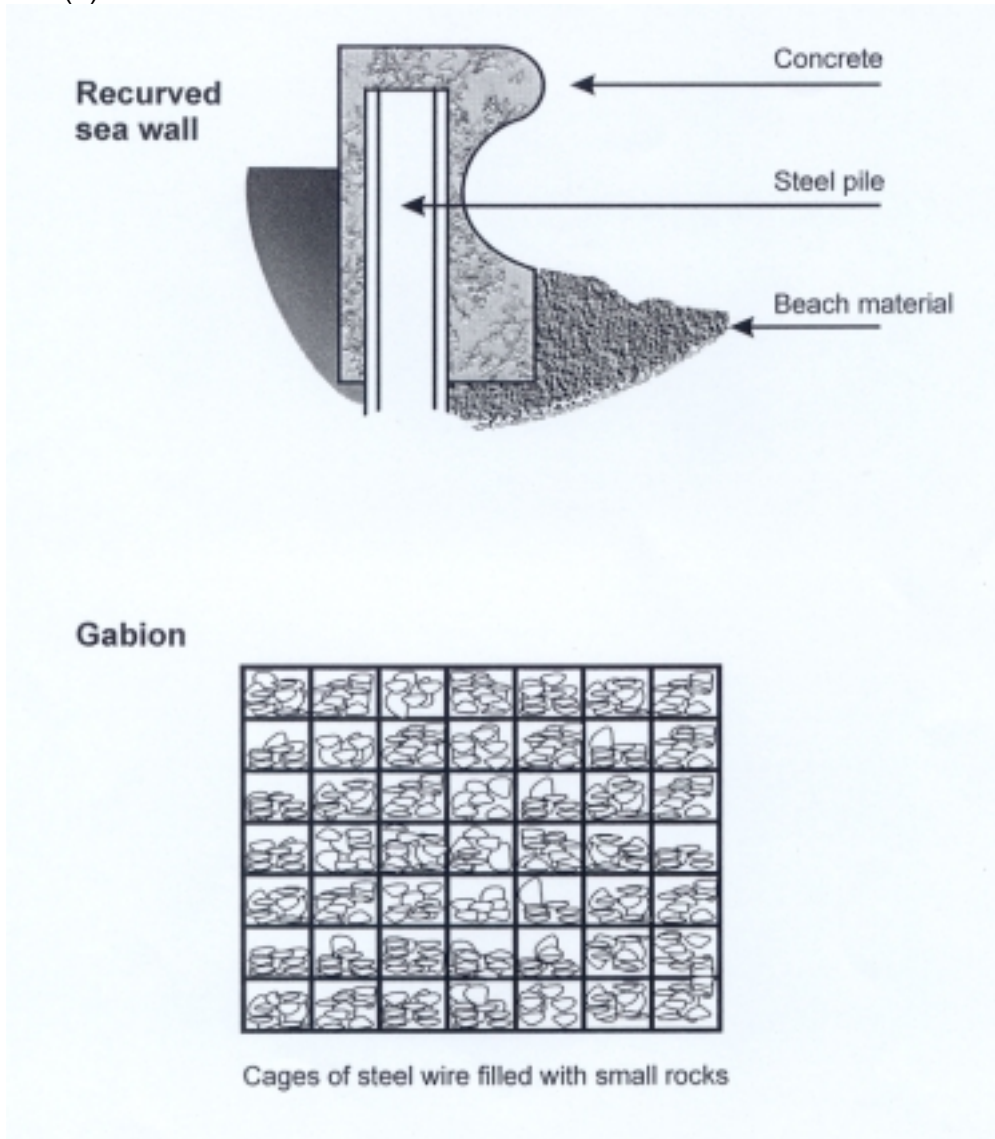


## SECTION A

Answer the following question

### Question 1. Managing the Environment

- (a) Look at Figure 1. It shows two ways in which the North Norfolk coast has been managed.
- (b)

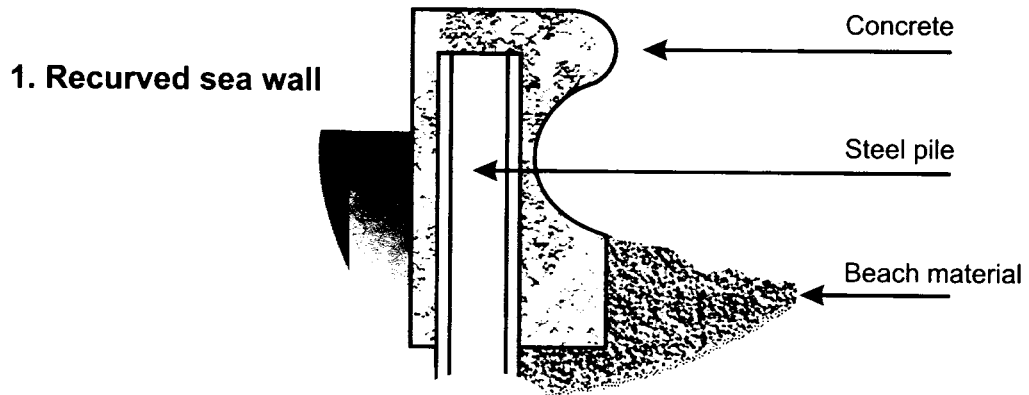


**Figure 1**

- (i) Below are some statements about sea defences.  
Put the number of the sea defence, 1 or 2, next to the correct statement.

Statement	Number
Stops longshore drift and keeps beaches in place	
Small rocks help to absorb the sea's energy	
Steel wire may break and stones are carried away by the sea	
Other areas do not have enough beach material and so erosion occurs	

(4)



**2. Rock armour (rip-rap)**



**Figure 2**

(ii) Look at Figure 2. It shows two other sea defences.  
Choose **one** of these defences.

Chosen defence.....

Describe its **advantages** and **disadvantages**.

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**(4)**

- (iii) Some people are in favour of coastal defences and other people are against them.  
Give reasons why.

Reasons for

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Reasons against

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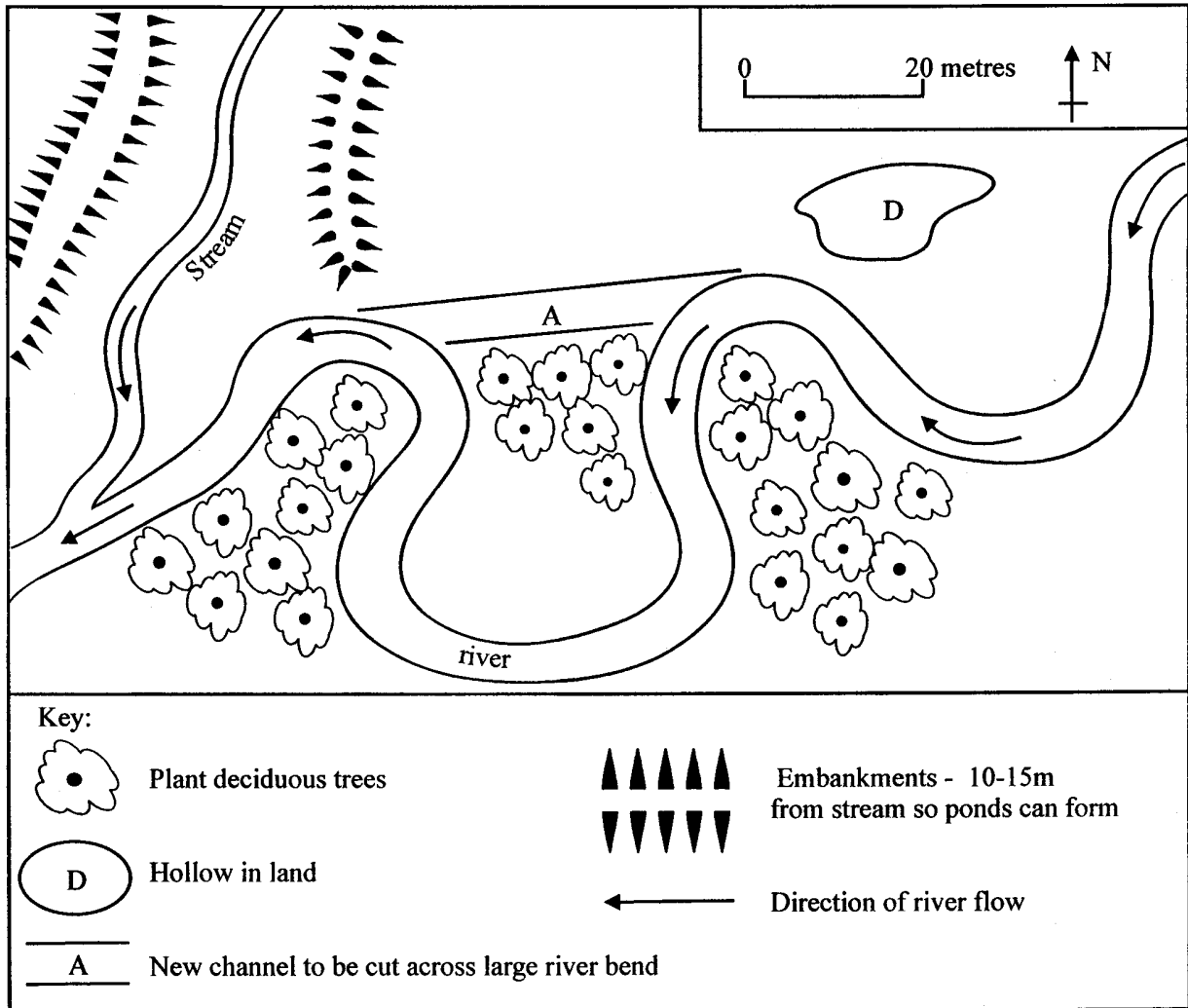
**(4)**

**Part (b) begins on the next page**

(b) Look at Figure 3. It shows a development plan for the Alabama River in the USA.

The plan has two aims:

1. to stop flooding by improving the river channel
2. to keep flood water under control if floods do occur.



**Figure 3**

(i) Look at the parts of the development plan in the table below. Tick the correct box to indicate if the plan is meant to **stop** or **control** the floods.

Part of development plan	stop	control
Dig new channel A		
Build embankments		
Plant deciduous trees		
Dig out hollow D		

(4)

(ii) Rivers can also be controlled by building dams.  
How does building a dam help to control a river?

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(2)

(iii) Rivers like the one in Figure 3 might flood. This is the result of both human and physical factors. Describe the reasons why a river might flood.

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.....

(4)

**Part (c) begins on the next page**

(c) The activities of people are damaging many fragile environments.

Choose an actual case study of damage caused by farming.

Name of chosen study.....

(i) Describe **three** ways that people are damaging the environment.

1.....

2.....

3.....

**(3)**

(ii) Explain how people are trying to manage the problem.

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**(5)**

**Total 30 marks**

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**End of question 1**

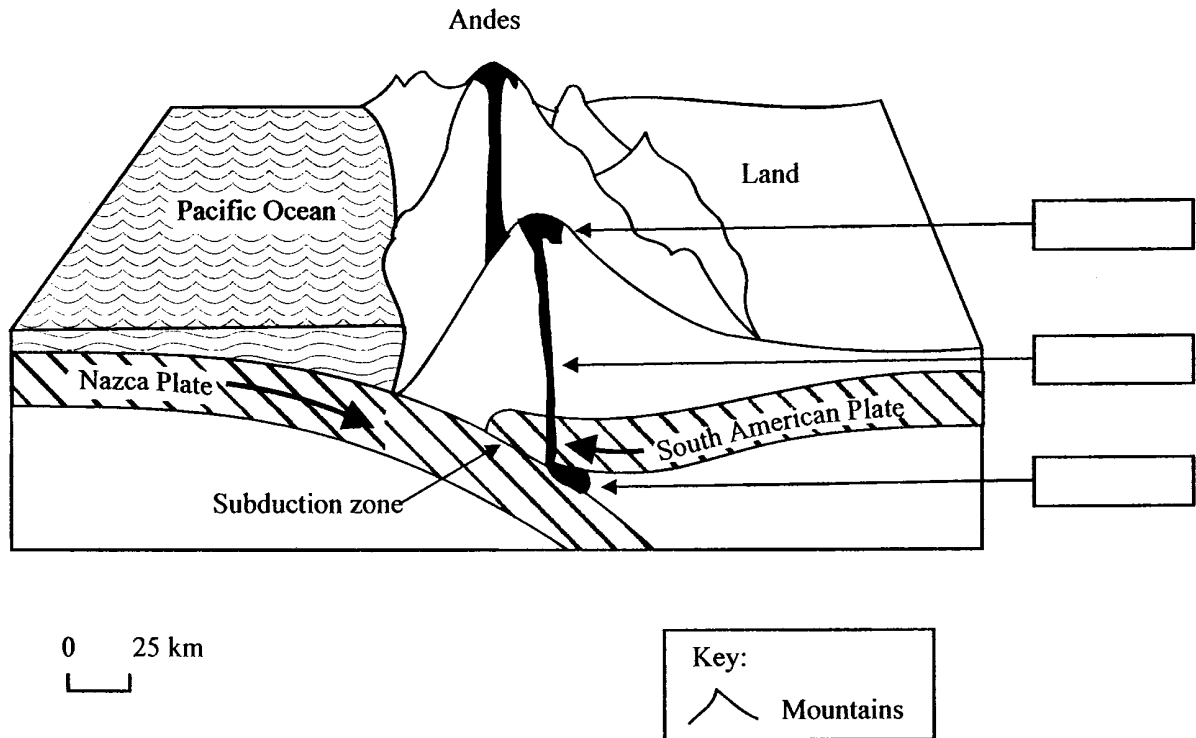


**Section B**

**Answer any TWO questions from this section**

**Question 2 : Managing Hazards**

(a) Look at Figure 4. It is a cross-section of a plate boundary in South America.



**Figure 4**

(i) Name the type of plate boundary shown in the diagram.  
Circle the correct answer.

**convergent**

**divergent**

**(1)**

(ii) Complete the boxes on Figure 4 using the terms below.

**volcano fold rising magma earthquake focus**

**(4)**

(iii) Explain why volcanoes and earthquakes occur at this plate boundary.

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(5)

(b) Look at Figure 5. It gives information about the 1991 Bangladesh cyclone disaster.

A 7m-high tidal wave hit the south-east coast of Bangladesh killing 125,000 people. The 4 million survivors are faced with shortages of food and fresh drinking water. There is a serious threat of cholera and other diseases. Lack of hygiene and water supplies contaminated by sewage and dead bodies spread the fear of epidemics. There is famine and starvation in remote rural areas. The government is hampered in its relief effort due to a lack of helicopters. They are appealing for \$1.4 billion in international aid. Saudi Arabia, the EU, Japan and Canada have pledged \$2 billion in aid.

**Figure 5**

(i) How many people were killed by the cyclone?

.....

(1)

(ii) How much international aid did Bangladesh ask for?

.....

(1)

(iii) Name **two** countries which pledged help.

1.....

2.....

(1)

(iv) Many problems for the survivors are mentioned in Figure 5.  
Name **three** of them.

1.....

2.....

3.....

**(3)**

(v) For **two** of your named problems, explain why they are a problem.

1.....

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.....

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2.....

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**(4)**

(vi) Why did the government's lack of helicopters hinder the relief effort?

.....

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.....

**(2)**

- (c) Hazards occur in many parts of the world.  
Choose an actual case study of a hazard.

Name of chosen study.....

- (i) Describe **three** ways it affected people **or** their environment.

1 .....

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2 .....

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3 .....

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**(3)**

- (ii) How do people in the country attempt to manage the risk of hazards?

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**(5)**

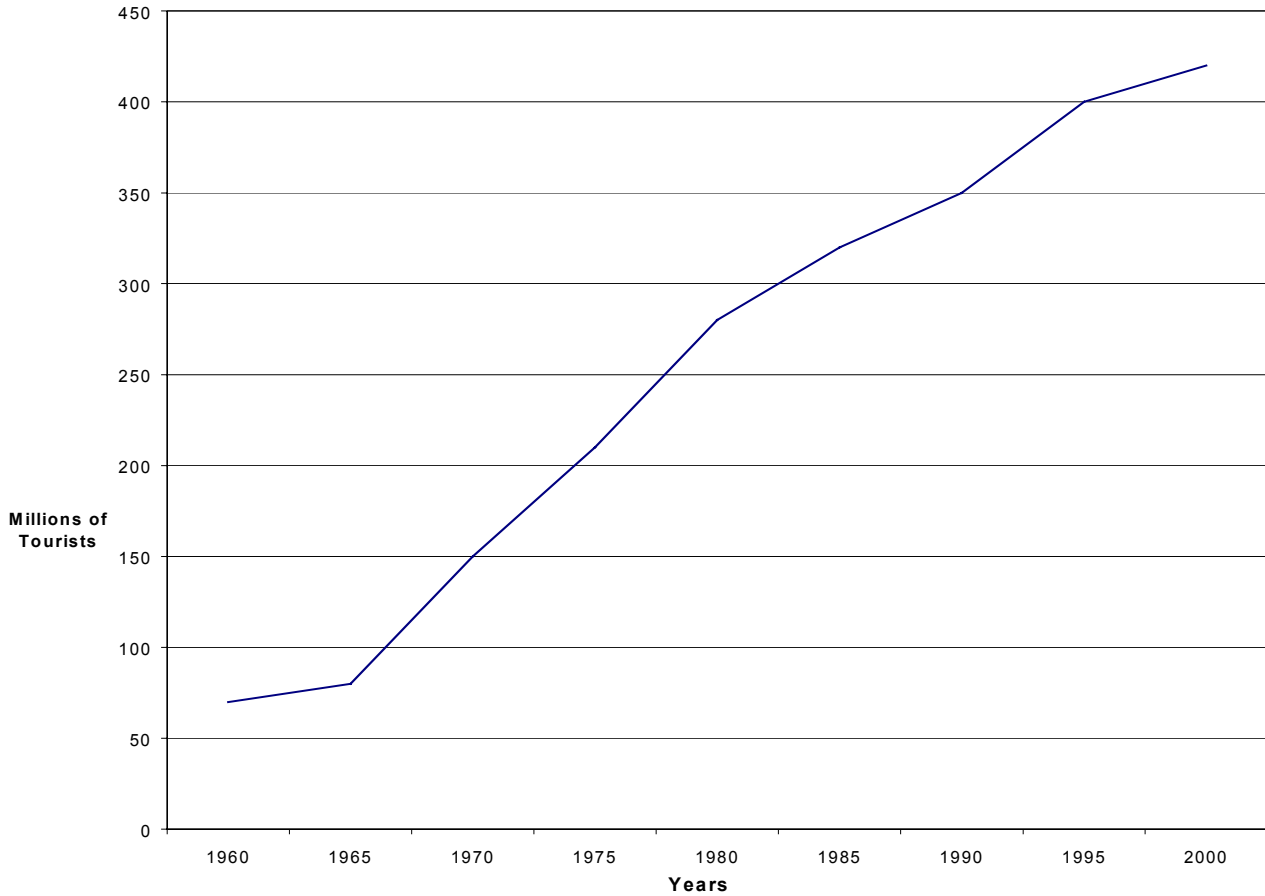
**Total 30 marks**

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**End of question 2**

### Question 3: Managing Tourism

(a) Look at Figure 6. It is a graph showing the growth in world tourism.



**Figure 6**

(i) Cross out the wrong words in the following sentences:

The number of tourists in the world has increased.  
~~decreased.~~

The largest increase was between 1970 and 1975.  
~~1975 and 1980.~~

There will be 420m tourists each year by 1995.  
~~2000.~~

Tourism is a secondary industry.  
~~tertiary~~

**(4)**

- (ii) Jobs can be described as primary, secondary or tertiary. The following jobs rely on the tourist industry. Draw lines to match each job with the correct description. One has been done for you.

<b>airline pilot flying tourists to resort</b>		<b>primary</b>
<b>guide taking tourists on excursion</b>		<b>secondary</b>
<b>local farmer growing fresh food for a hotel</b>		<b>tertiary</b>
<b>local craftsmen making souvenirs for tourists</b>		<b>tertiary</b>
<b>travel agent making bookings for tourists</b>		<b>tertiary</b>

(4)

- (iii) Give reasons why the numbers of tourists have changed between 1960 and 2000.

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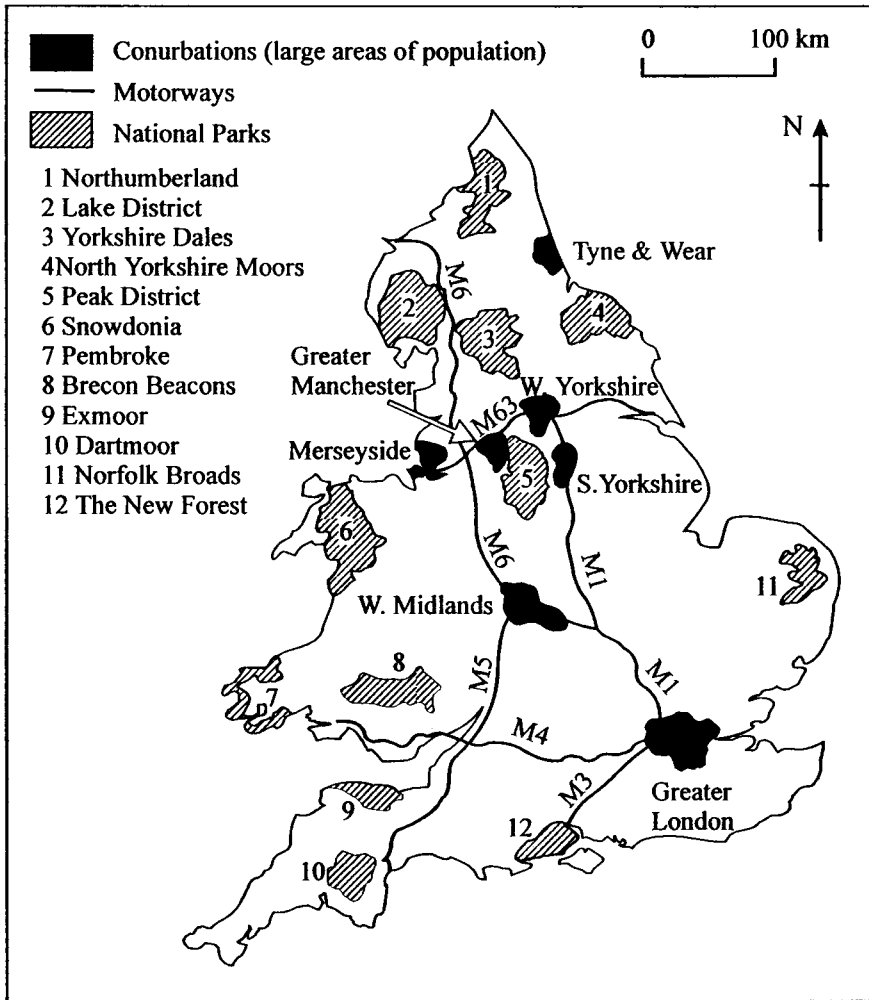
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(4)

- (b) Look at Figure 7. It is a map showing the location of National Parks, conurbations and motorways in England and Wales.



**Figure 7**

- (i) Name one National Park that is on the coast.

.....

(1)

- (ii) Which National Park is surrounded by motorways?

.....

(1)

- (iii) Which area of England and Wales has no National Parks?  
Circle the correct answer.

**south-east    north-west    south-west    north-east**

**(1)**

- (c) (i) The development of tourism in mountain areas can have both advantages and disadvantages

Look at the advantages and disadvantages in the table below.  
Put a tick in the correct box for each statement.

<b>Statements</b>	<b>Advantages</b>	<b>Disadvantages</b>
Tourism usually provides jobs for local people		
Tourists can cause litter problems at holiday resorts		
Tourists can be noisy and disturb local people		

**(3)**

- (ii) Tourism can cause many problems for the environment in mountain areas. How can local decision makers ensure that mountain areas are sustainably developed?  
Use an actual case study of a mountainous area you have studied.

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**(4)**



- (d) Choose an actual case study of a fragile environment where tourism has caused problems and conservation schemes have been introduced.

Name of chosen area.....

- (i) Describe **three** problems that tourists cause in that area.

1.....

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2.....

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3.....

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**(3)**

- (ii) Comment on local people's attitudes to the conservation schemes that have been introduced.

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**(5)**

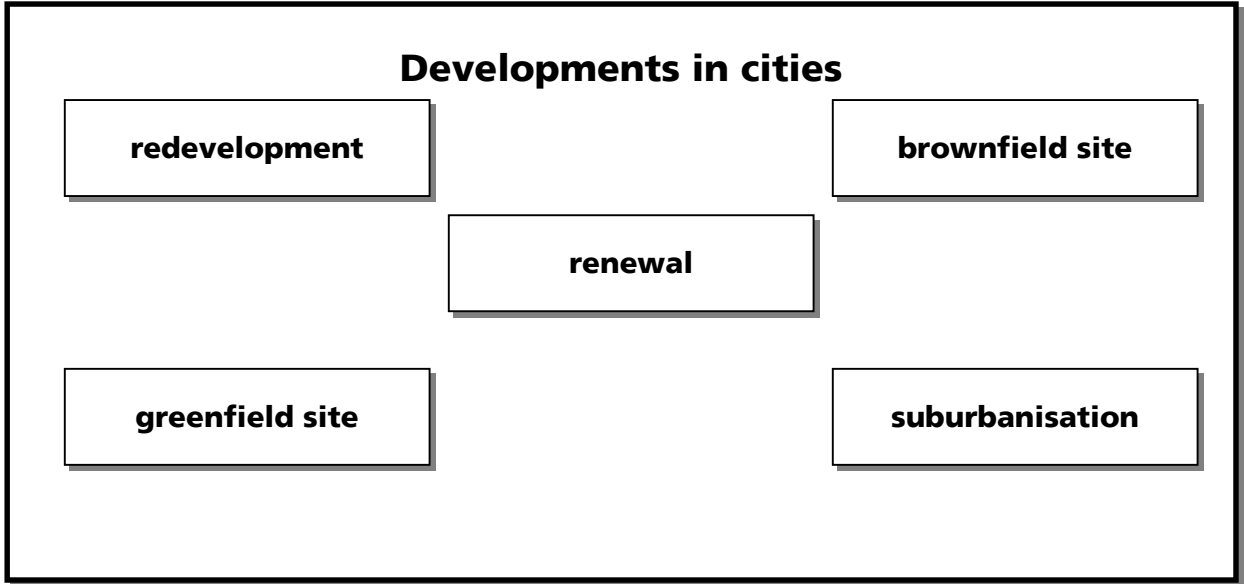
**Total 30 marks**

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**End of question 3**

**Question 4: Managing Urban Areas**

(a) Look at Figure 8. It shows some of the terms happening in Birmingham.



**Figure 8**

(i) Cross out the wrong words in the sentences below.

The building of more houses round the edge of a city is known as **redevelopment/suburbanisation**.

A greenfield site is found **on the edge/in the centre** of cities.

**(2)**

(ii) Describe what is meant by a **brownfield site**.

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**(2)**

(iii) Some areas of an inner city are renewed. Other areas are redeveloped.

What is the difference between the renewal of an area and the redevelopment of an area?

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**(4)**

(b) Look at Figure 9. It shows some of the reasons why cities Brazil (an LEDC) are growing.

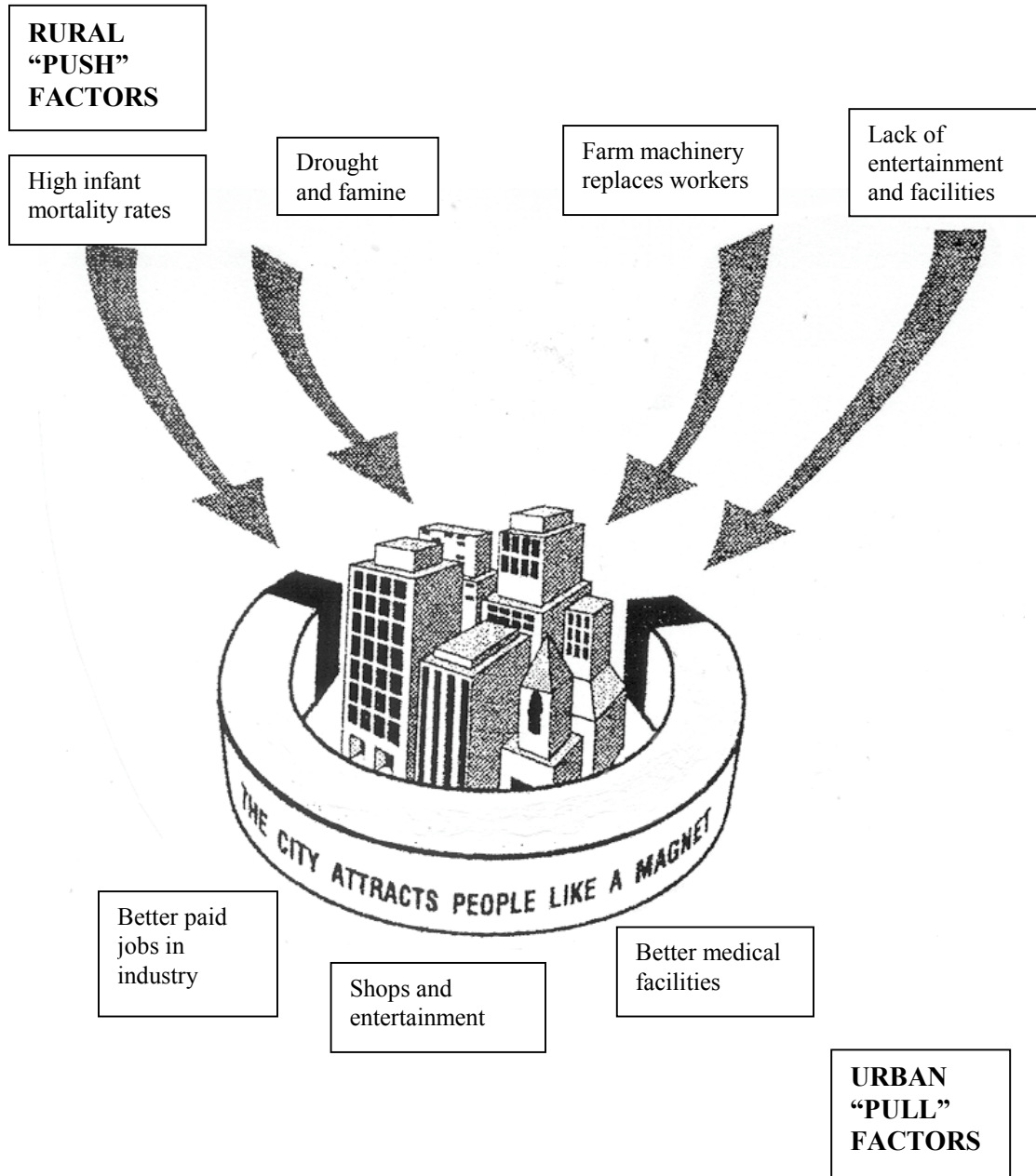


Figure 9

(i) Name **three** rural push factors.

- 1.....
- 2.....
- 3.....

(3)

(ii) Choose **one** of the push factors from (i).  
Explain why it encourages people to leave the countryside.

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**(2)**

(iii) Why are people attracted to cities in LEDCs?

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**(4)**

(iv) Problems are caused in LEDC cities by large numbers of people moving into them. How can the managers of LEDC cities ensure that their policies are sustainable?  
Use an example of an LEDC city.

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**(5)**

- (c) All urban areas suffer from many different kinds of pollution.  
Choose an actual case study of an urban area.

Name of chosen urban area.....

- (i) Describe **three** causes of pollution.

1.....

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2.....

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3.....

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**(3)**

- (ii) How does this pollution affect people's lives?

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**(5)**

**Total 30 marks**

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**END OF PAPER**



**GCSE**

# **Mark Scheme**

**GEOGRAPHY 3320  
PAPER 1F**

***Edexcel***  
*Success through qualifications*



## GENERAL MARKING INSTRUCTIONS

The mark scheme is based on a combination of direct credit marking and levels of response marking.

When levels of response marking are used, the examiner should determine the highest level reached by the candidate before awarding marks within the range allocated to that level of response. Do not be afraid to give full marks.

Not all points mentioned in the mark scheme against each level need to be met for an answer to start scoring at that level. It will be possible for a candidate to reach a score through either the breadth or depth of the answer.

Where a points mark scheme is used, candidates should be credited for each valid point made, whether the points give extra breadth or greater depth. The wording of the question should be used to determine the validity of the points offered: for example an answer requiring explanation could not gain full marks if it only describes; a question requiring 'reasons for ...' could not get full marks if only one reason is offered in depth – some breadth would be required.

The answers suggested in the mark scheme are for guidance only. In many cases it will be possible for candidates to offer valid, plausible alternatives. Examiners should use their professional judgement to decide whether a given answer is acceptable. In cases of any doubt, the examiner should refer the answer to their team leader or the principal examiner.

Where appropriate, annotated diagrams are acceptable as a substitute for text and can gain full marks if they meet the requirements of the mark scheme.

## QUESTION 1 - Managing the Environment

(a) (i) 1, 2, 2, 1

4

(ii) Expect advantages and disadvantages of technique for full marks.

### Information for examiners

#### Recurved sea wall

- Expensive to build
- Reflect rather than absorb
- Waves undermining base

#### Rock armour

- Relatively cheap
- Environmentally ugly
- Can be undermined and moved dependent on base
- Dissipate wave energy

4

(iii) Point mark.

Expect either one developed reason or two statements for each.

Marks can be 2-2, or 1-3:3-1

### Information for examiners

#### For

- Protect houses on clifftop
- Make wider beach for tourists
- Protect farmland and industry

#### Against

- Money better spent elsewhere eg schools/hospitals
- The sea cannot be stopped
- NIMBY syndrome

4

**(b) (i)** Point mark.

<b>Part of development plan</b>	<b>Control</b>	<b>Stop</b>
Dig new channel A		+
Build embankments	+	
Plant deciduous trees	+	
Dig out Hollow D	+	

**4**

**(ii)** Point mark.

Looking for control of irregular flow.

**2**

**(iii)** Point mark answer.

One mark per basic point, but allow extra for developed points.

They will be able to achieve four without the full process.

No requirement for human and physical factors.

Allow explanatory comments as part of detailed explanation.

**Information for examiners**

- Long period of rainfall
- Snow melt
- Deforestation in catchment area
- Increased urbanisation.

**4**

(c) (i) Point mark. One mark per way that damage is being caused.

3

(ii) **Levels mark.**

**Information for examiners for both parts.**

**Soil erosion**

Many different causes, accept all including desertification

- Hedgerow removal – shelter belts
- Ploughing on hillsides – terracing
- Drought – dry farming

These are just a few

Expect process description of the cause and detail for the solution

**Desertification**

- Overgrazing
- Population growth
- Climate change
- Deforestation

Expect case study evidence for management

<b>Level 2</b> 3-5 marks	Specific detail of case study should be evident at the top of this level. To enter level needs management schemes but may not be specific, but must contain explanation. Could be general.
<b>Level 1</b> 1-2 marks	Lists or general points about management.

5

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**Total 30 Marks**

## QUESTION 2 - Managing Hazards

(a) (i) Convergent 1

(ii) 1 mark per correct box. 4

**(iii) Information for examiners**

- Use of plate names from diagram.
- Movement of oceanic plate down.
- Due to density.
- Continental plate moves up, fold mountains.
- Earthquakes, due to friction.
- Subduction zone.
- Molten magma volcanic eruptions.

<b>Level 2</b> 3-5 marks	Understands movements of plates. To reach L2 reference to both volcanoes and earthquakes must be made. For top mark needs an explanatory comment.
<b>Level 1</b> 1-2 marks	Simple statements, perhaps lifted from diagram. Descriptive.

5

(b) (i) 125,000 people 1

(ii) \$1.4 billion 1

(iii) Saudi Arabia, the EU, Japan, Canada. 1

**(iv)** One mark per problem

- Loss of homes.
- Shortage of food.
- Diseases – cholera.
- Lack of medical supplies.
- Breaking of communication links.
- Services – gas, electricity, sewage ruined.
- Lack of drinking water.

**3**

**(v)** Maximum of 3 marks for either part.

Comments must relate to their problems. Eg – lack of clean drinking water because there is sewage in the water (1) because of the flood water getting into the sewage system (1). There no mark for problem because this would mean double credit.

**4**

**(vi)** Simple comments for 1mark – they couldn't get food to people, second mark for development because the roads were flooded.

**2**

**(c) (i)** Point Mark. One mark per effect.

**Information for examiners**

**Effect of hazard**

- Loss of homes.
- Shortage of food.
- Diseases.
- Lack of medical supplies.
- Breaking of communication links.
- Services – gas, electricity, sewage ruined.
- Fires.

**3**

**(ii)** Levels mark.

**Information for examiners.**

**Management**

- Management before, during and after.
- Aid may feature.
- Building regulations-houses, etc
- Roads.
- Hazard warning systems.

<b>Level 2</b> 3-5 marks	Should for the top convince you that it is a particular case study of an actual hazard. To enter level may have a number of points which are more general but linked to a particular hazard. Must answer the question 'How'!
<b>Level 1</b> 1-2 marks	Lists or general points

**5**

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**Total 30 Marks**

### QUESTION 3 – MANAGING TOURISM

**(a) (i)** Increase, 1975/1980, 2000, tertiary **4**

**(ii)** 4 x 1 **4**

**(iii)** Point mark.

#### **Information for examiners**

##### **Reasons for changes include:**

- Invention of jet aircraft
- More holidays with pay
- Population growth
- Greater affluence
- Greater mobility and accessibility
- Lower death rate, more old people
- Shorter working week

**4**

**(b) (i)** ONE of:

Snowdonia

Lake District

Pembrokeshire

Exmoor

North York Moors

New Forest

**1**

**(ii)** Peak district **1**



<b>(iii)</b>	South-east	<b>1</b>
<b>(c) (i)</b>	Advantage, disadvantage, disadvantage	<b>3</b>
<b>(ii)</b>	<p>Point mark, must link to their mountainous area. Candidates will probably refer to positive and negative and hopefully stress the positive as being the way forward.</p> <p><b>Information for examiners</b></p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Jobs are usually seasonal</li> <li>• Pollution - noise, litter</li> <li>• Skiing ruining habitat on slopes</li> <li>• Unsightly ski runs</li> <li>• Overcrowding</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Tourist money used to improve local environment</li> <li>• Improvement in communications can be used by local people, e.g. to sell produce at market</li> <li>• Restricting of tourist numbers to protect environment</li> </ul>	<b>4</b>

**(d) (i)** Point mark. 1 mark per problem.

**Information for examiners**

Obviously problems and schemes will relate to the chosen example, however, they could include the following:

**Problems**

- Visitor pressure on areas of outstanding natural beauty
- Destruction of protected species
- Disrespect of indigenous people's way of life
- Waste disposal
- Subsistence farmer's problems
- Commercialisation of certain areas eg Victoria Falls

**3**

**(ii)** Levels mark.

**Information for Examiners.**

**Conservation Schemes**

- Ecotourism-small groups of people rather than large groups – Zimbabwe
- Green tourism – Kenya
- National parks
- Marine resources reserve – Galapagos

<b>Level 2</b> 5-3 marks	Some of the points from above are made and for top should be linked to a case study, with actual groups of people mentioned. To enter tier must refer to local viewpoints, not just conservation schemes.
<b>Level 1</b> 2-1 marks	Lists of schemes or very weak general points for bottom of tier.

**5**

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**Total 30 Marks**

## QUESTION 4 – MANAGING URBAN AREAS

- (a) (i) Suburbanisation, edge 2
- (ii) A brownfield site – a site in an urban area now disused and may be derelict which is to be redeveloped.  
Credit examples if given. 2
- (iii) Definitions of renewal and redevelopment. Max. of 3 marks if no comparative comments.

### Information for examiners

#### Redevelopment

- Areas of land which were cleared and then new buildings erected.
- Used in the 1960's for the development of high rise flats.
- General opinion was that there was a wish for new.
- At the time thought to be the best way.

#### Renewal

- Old buildings are done up to give them modern facilities.
- Keeps community spirit, people keep their homes.
- Cheaper than knocking down and rebuilding.
- People still take ownership of the area. 4

- (b) (i) Answer can be off diagram or own knowledge. One mark per factor.  
Drought, large families, floods, farm machinery replaces workers, poor farming methods, pests eat crops. 3
- (ii) Simple comments which restate (i) or define = 1.  
Reasoning needed for second mark. 2

**(iii)** Point mark.

One mark per reason. Could be off diagram or own knowledge

**Information for examiners**

- Expect reasoning not lists. 2 marks max. for list approach.
- Jobs
- Higher pay
- Entertainment
- Shops and reliable food supplies
- Better facilities – housing, schools, hospitals

**3**

**(iv)** Levels mark

**Information for examiners**

- Expect comments on the problems and credit them.
- Self-help schemes in Brazil.
- Government schemes in Brazil.
- New city built Cairo.
- There are many ways of tackling the question could be housing or provision of jobs. Be sympathetic to all approaches.

<b>Level 2</b> 5-3 marks	Specific detail of case study should be evident at the top of this level, and an explicit understanding of sustainability problems should relate to cities concerned. To enter level, points should be made which are relevant to sustainability but not necessarily linked to a specific e.g.
<b>Level 1</b> 2-1 marks	Lists or simple comments about problems.

**5**

(c) (i) Point mark. 1 mark per cause.

**Information for examiners**

- Noise pollution causes include traffic, industry, aeroplanes.
- Air pollution causes traffic, industry, aeroplanes.

**3**

(ii) Levels mark.

**Information for examiners**

- Asthma/breathing problems.
- Hearing problems of children near airports.
- Aesthetic problems

<b>Level 2</b> 3-5 marks	Some of the points from above are made. For top must be linked to example. For bottom of level, some of the points from above are made but not necessarily linked to a case study.
<b>Level 1</b> 1-2 marks	Simple comments or lists about pollution's effect on people's lives.

**5**

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**Total 30 Marks**

## **ASSESSMENT OF QUALITY OF WRITTEN COMMUNICATION**

Candidates will be assessed for the quality of written communication according to the following criteria:

Level 3	3	Candidates write in sentences which are clear, structured and coherent. They spell, punctuate and use the rules of grammar with few errors using a range of specialist terms appropriately and with precision.
Level 2	2	Candidates write in sentences with a clear and structured style. They spell, punctuate and use the rules of grammar with considerable accuracy.
Level 1	1	Candidates write in sentences with a limited structure. They spell, punctuate and use the rules of grammar with reasonable accuracy

<b>Q. 1</b>	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Skills</b>	<b>Total</b>	<b>Key Idea</b>
(a)(i)	1		1	2	4	1
(ii)	2	1	1		4	1
(iii)	1	1	2		4	1
(b)(i)	1	1	1	1	4	2
(ii)	1			1	2	2
(iii)	2		1	1	4	2
(c)(I)	2	1				
(ii)	2	3			8	3
<b>Total</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>30</b>	
<b>Q. 2</b>	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Skills</b>	<b>Total</b>	<b>Key Idea</b>
(a)(i)	1				1	1
(ii)	1		2	1	4	1
(iii)	3	2			5	1
(b)(i)				1	1	2
(ii)				1	1	2
(iii)				1	1	2
(iv)			2	1	3	2
(v)	2	1	1		4	2
(vi)	1		1		2	2
(c)(I)	2	1				
(ii)	2	3			8	3
<b>Total</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>30</b>	
<b>Q. 3</b>	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Skills</b>	<b>Total</b>	<b>Key Idea</b>
(a)(I)	1		2	1	4	1
(ii)		1	2	1	4	1
(iii)	2		2		4	1
(b)(i)				1	1	2
(ii)				1	1	2
(iii)				1	1	2
(c)(i)	2	1			3	2
(ii)	3	1			4	3
(d)(I)	2	1				
(ii)	2	3			8	
<b>Total</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>30</b>	
<b>Q. 4</b>	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Skills</b>	<b>Total</b>	<b>Key Idea</b>
(a)(I)			1	1	2	1
(ii)	1	1			2	1
(iii)	2	1	1		4	1
(b)(I)				3	3	2
(ii)	1		1		2	2
(iii)	1		2	1	4	2
(iv)	3	1	1		5	
(c)(I)	2	1				
(ii)	2	3			8	3
<b>Total</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>30</b>	