

SECTION A

Answer the following Question

Question 1: Managing The Environment

- (a) Study Figure 1, which shows two ways in which the North Norfolk coast has been managed.

Recurved sea wall

Concrete

Steel pile

Beach material

Gabion

Cages of steel wire filled with small rocks

Advantage
Disadvantage

Advantage
Disadvantage

Figure 1

- (i) In the spaces provided, state **one advantage** and **one disadvantage** of each type of management.

(4)

- (ii) The types of management shown in Figure 1 are known as hard engineering.
Describe **one soft** engineering type of management and give reasons for using it.

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(3)

- (iii) Some people are in favour of coastal protection schemes and other people are against them.

Give reasons for these different opinions.

Reasons for

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Reasons against

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(4)

(b) Study Figure 2, which 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.

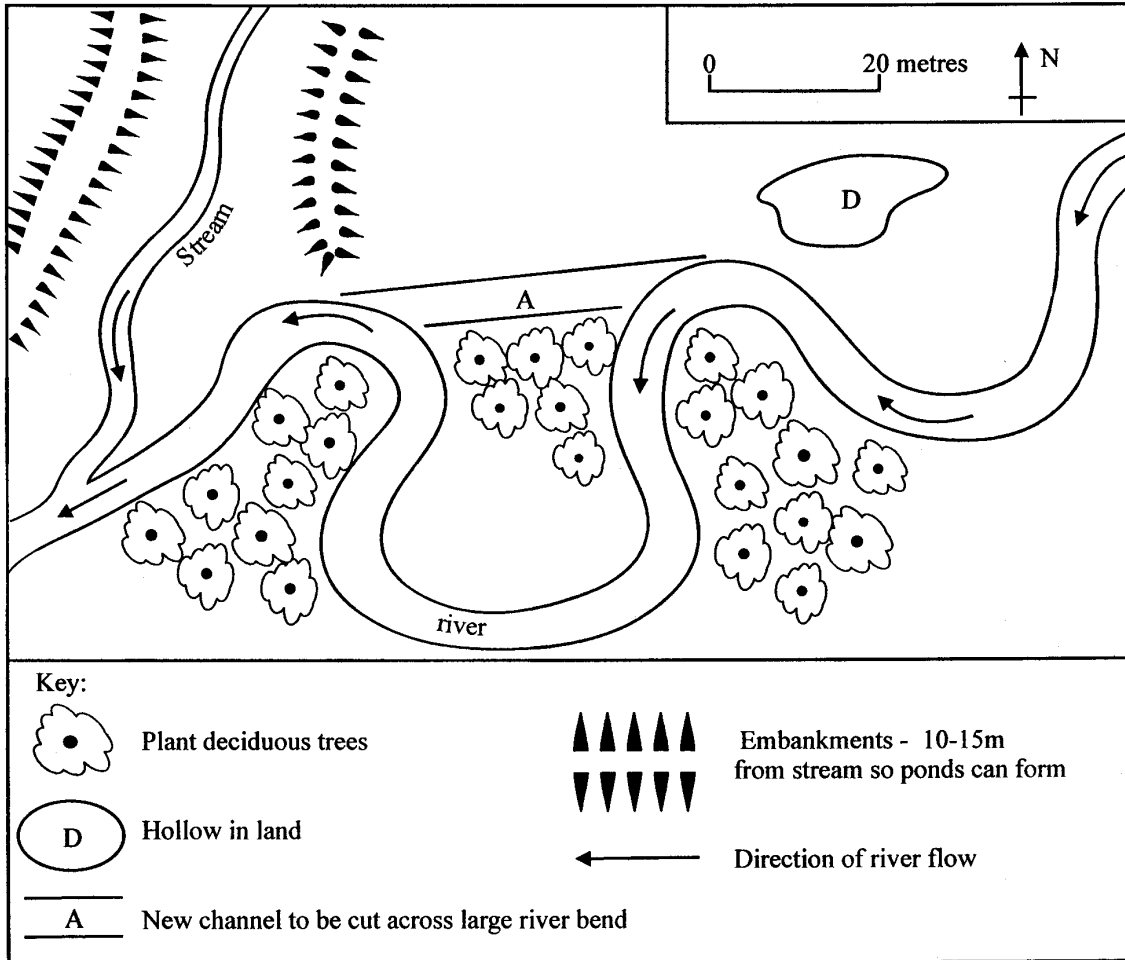


Figure 2

(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
Build embankments	<input type="checkbox"/>	<input type="checkbox"/>
Plant deciduous trees	<input type="checkbox"/>	<input type="checkbox"/>

(2)

(ii) Explain the human factors which can cause rivers to flood.

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(4)

(iii) Some schemes to control river flooding are called hard engineering schemes.

Explain what **hard engineering** means. Use actual located examples in your answer.

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(5)

Section B

Answer any TWO questions from this section

Question 2 : Managing Hazards

(a) Study Figure 3, which is a cross-section of a plate boundary in South America.

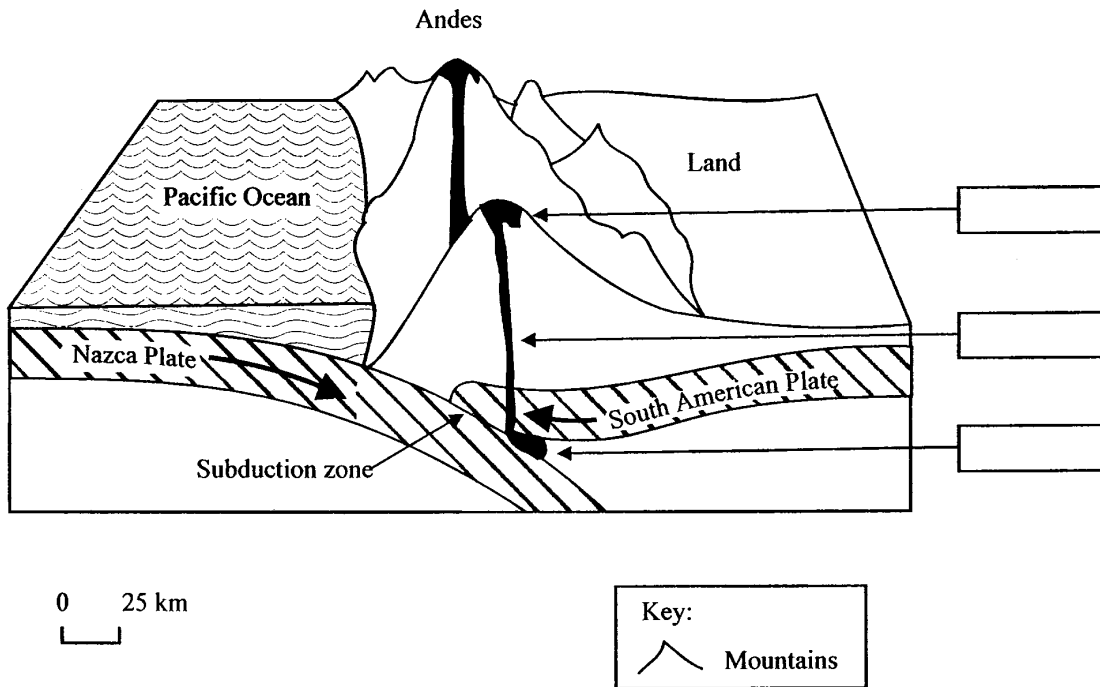


Figure 3

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

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(1)

(ii) Complete the labels on the diagram in the boxes provided.

(3)

(iii) Explain how natural disasters occur at this plate boundary.

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(b) Study Figure 4, which 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 4

(i) How much extra aid did the international community pledge?

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(1)

(ii) Suggest why the government's lack of helicopters hampered the relief effort.

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(2)

(iii) Name two aid organisations likely to help with this sort of natural disaster.

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2.....

(2)

(iv) Describe the problems faced by the survivors of this cyclone.
Use Figure 4 in your answer.

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(4)

(v) Explain how the state of development of a country affects its ability to deal with disasters such as the one described in Figure 4.

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(4)

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

Location of chosen hazard.....

Describe the management of the hazard.

and

Evaluate the effectiveness of the management schemes which have been implemented.

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(8)
Total 30 marks

End of question 2

Question 3 : Managing Tourism

(a) Study Figure 5, which is a graph showing the growth of world tourism.

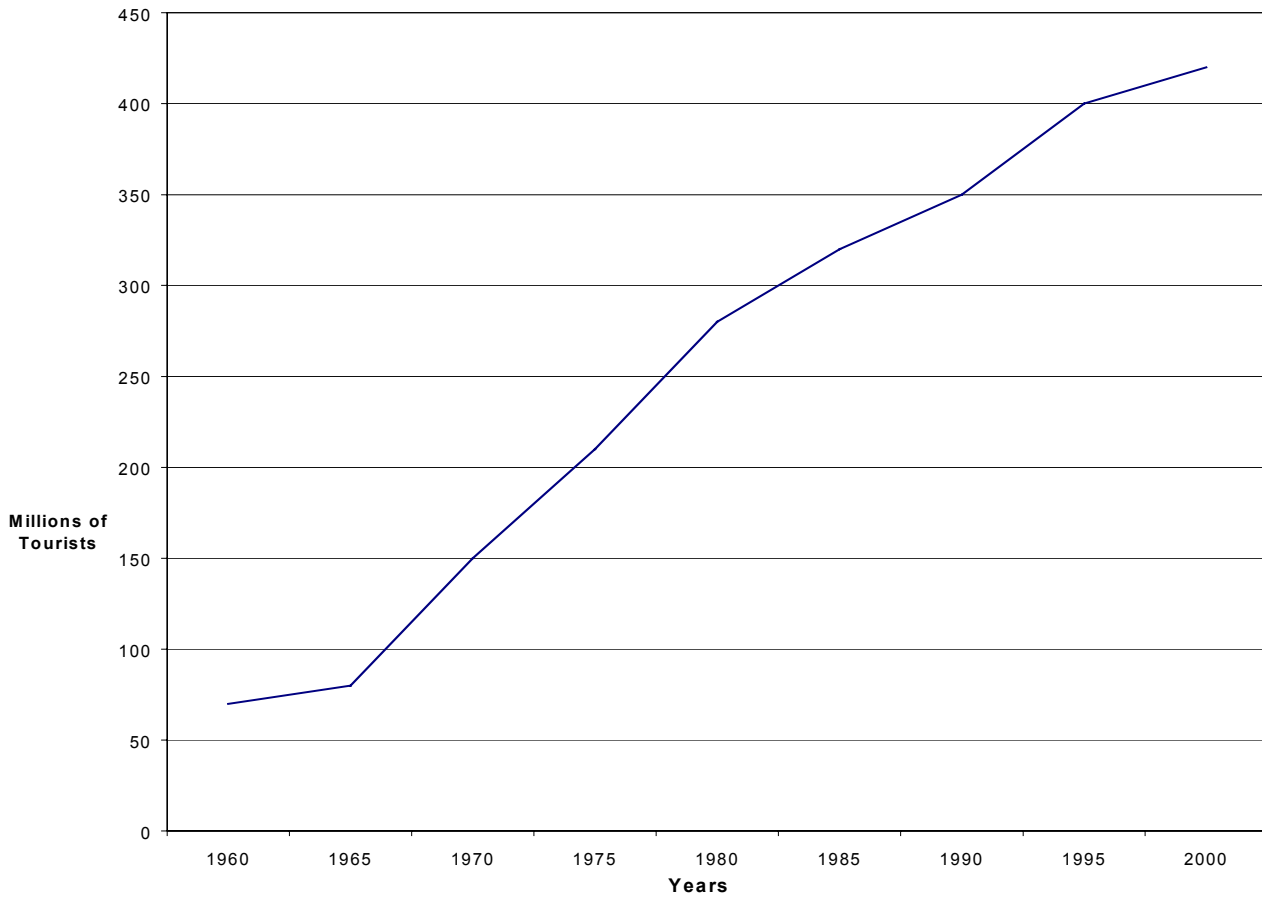


Figure 5

(i) Comment on the changes in world tourism between 1960 and 2000. Use data in your answer.

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(4)

(ii) Suggest the reasons for these changes in numbers of tourists.

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(4)

Part (b) begins on the next page

(b) Study Figure 6, which is a map showing the location of National Parks, and the main conurbation's and some motorways in England and Wales.

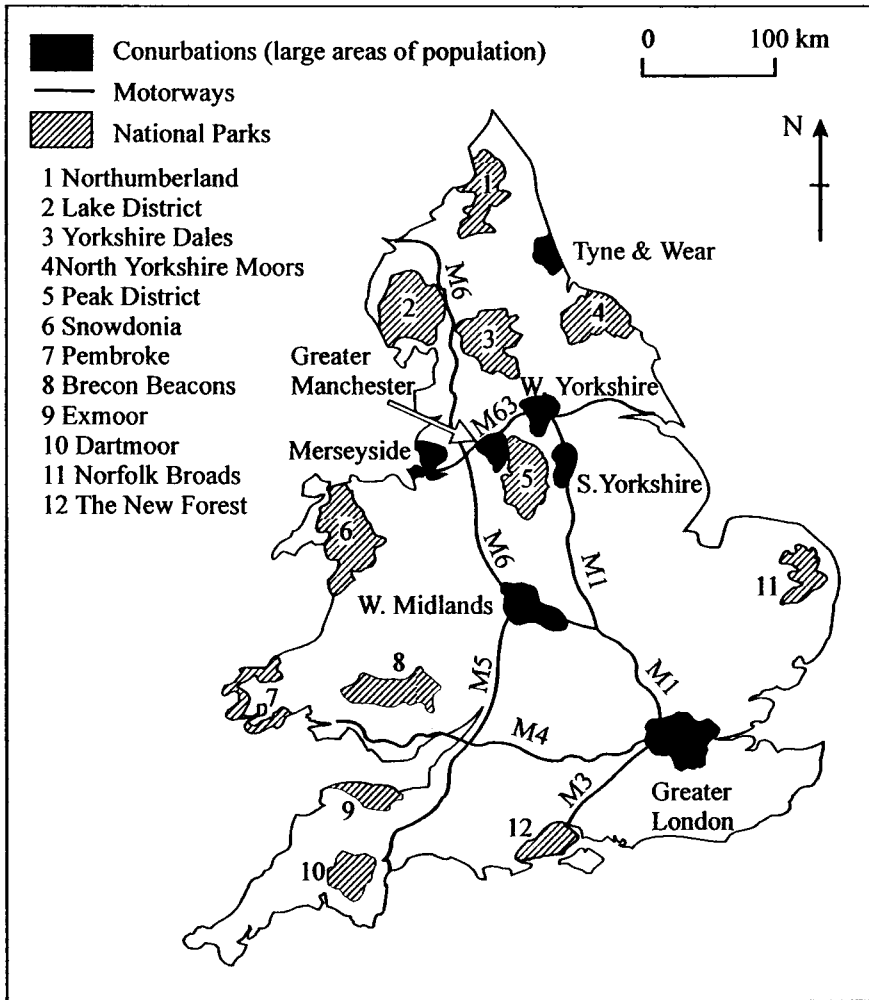


Figure 6

(i) Which National Park is surrounded by the most conurbations?

..... (1)

(ii) Which **two** conurbations have the shortest motorway link to the Lake District?

Conurbation 1.....

Conurbation 2.....

(2)

- (iii) Describe the distribution of National Parks in England and Wales. Use information from Figure 6 in your answer.

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- (c) The development of tourism in **mountain areas** can have a major effect on the environment and local economy.

How can decision makers ensure that mountain areas are sustainably developed?

Use an actual example of a mountainous area you have studied.

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(6)

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

Name of chosen study area.....

What problems have been caused by tourism?

and

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

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(8)

Total 30 marks

End of question 3

Question 4: Managing Urban Areas

- (a) Study Figure 7, which shows some of the terms related to developments happening in Birmingham.

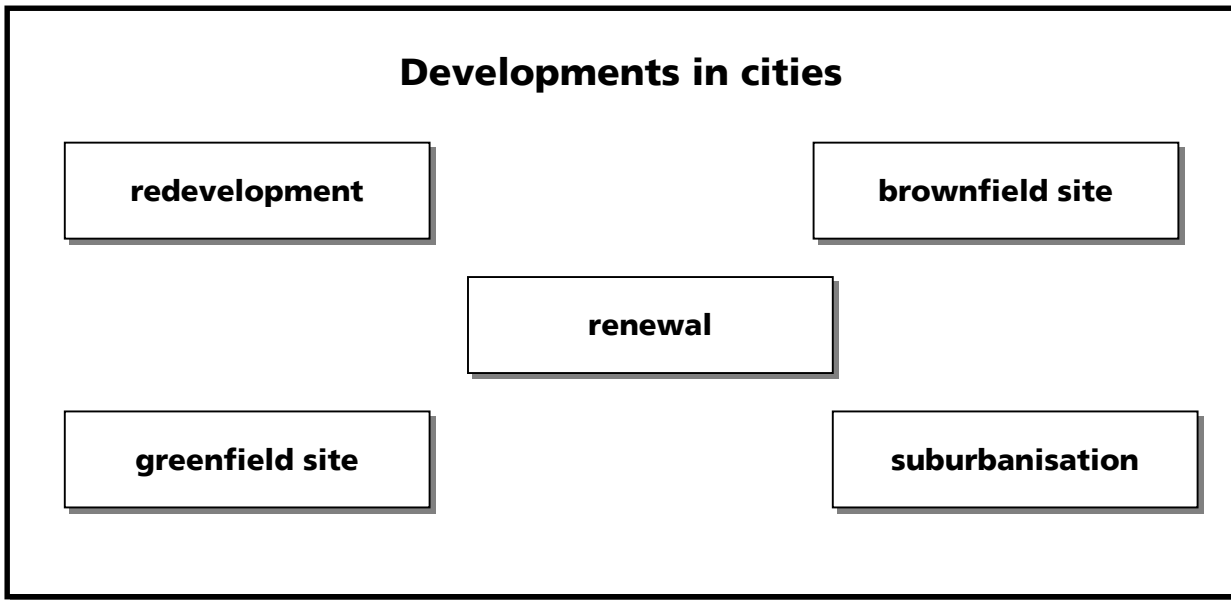


Figure 7

- (i) State one term which relates to **inner city** development and one which relates to **edge of city** development shown in Figure 7.

Inner city.....

Edge of city.....

(2)

- (ii) What is meant by **Greenfield site** and **Brownfield site**?

Greenfield site.....

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Brownfield site.....

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(3)

(iii) Some areas of cities used to be redeveloped. Now they are being renewed.

Gives reasons why.

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(5)

(b) Study Figure 8, which shows some reasons why cities in Brazil (an LEDC) are growing.

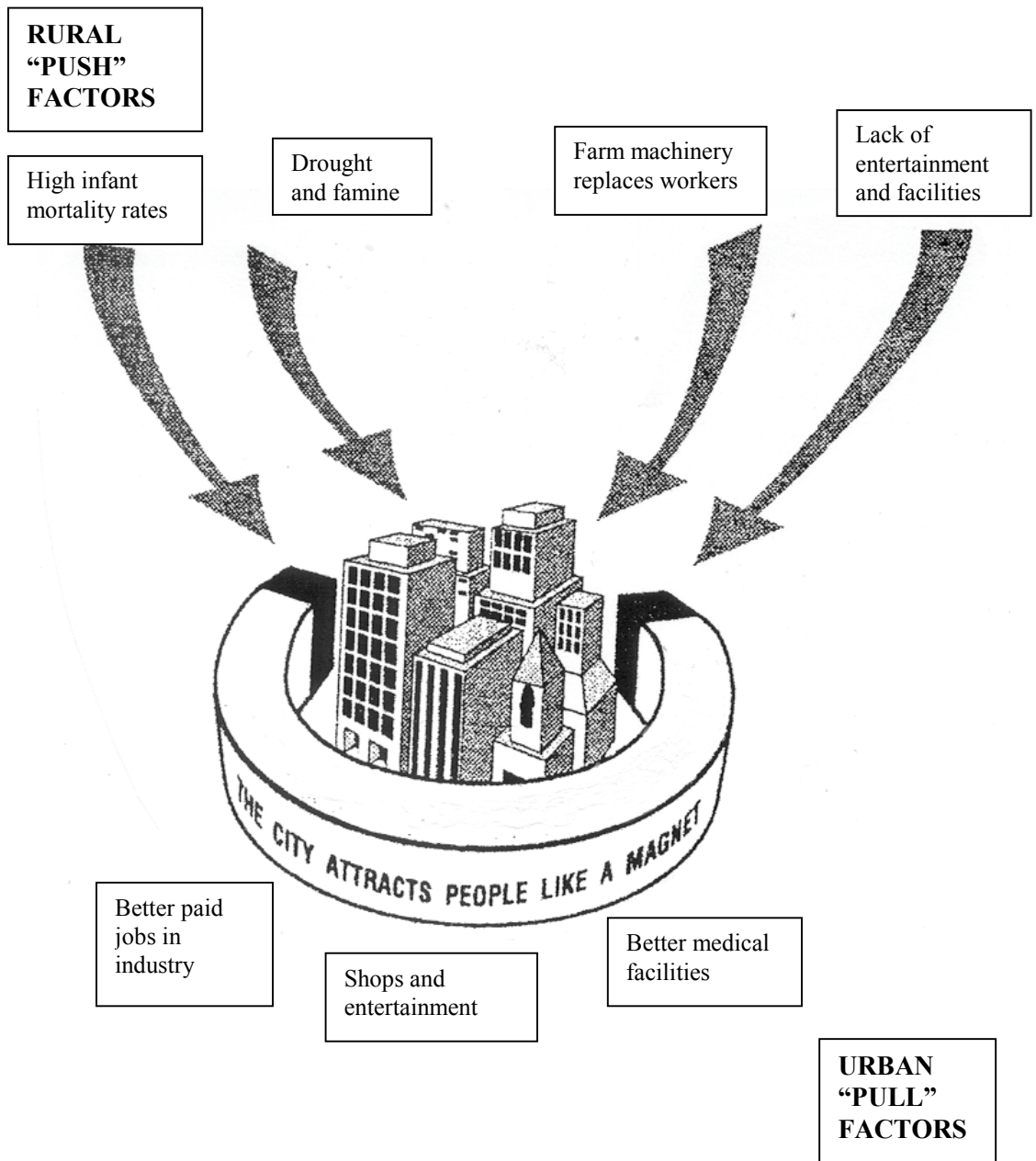


Figure 8

(i) Explain **two** of the rural 'push' factors in figure 8.

Factor 1.....

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Factor 2.....

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(2)

(ii) Explain the factors which pull people into cities in LEDCs.

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(4)

(iii) Problems are caused in **LEDC cities** by large numbers of people moving into them.

How can urban decision makers ensure that the policies implemented are sustainable?

Give an example from one LEDC urban area you have studied.

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(6)

GCSE

Mark Scheme

**GEOGRAPHY 3320
PAPER 2H**

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) Expect one advantage and one disadvantage of each method

Information for examiners

Recurved sea wall

- Expensive to build.
- Reflect rather than absorb.
- Waves scour base undermining them.

Gabion

- Small rocks to absorb the sea's energy
- Steel wire may break and stones carried away
- Cheaper than sea wall
- Quick to put up

4

- (ii) Point mark, one mark per comment.
There should be descriptive comments and reasoning.
Description only – max 2.

Information for examiners

- Expect managed retreat.
- Cliff regrading.
- Beach nourishment

3

- (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

- Money better spent elsewhere schools/hospitals.
- The sea cannot be stopped.
- NIMBY syndrome.
- Coastal residents more concern.

4

(b) (i) Point mark half each.

Part of development plan	Control	Stop
Build embankments	+	
Plant deciduous trees	+	

2

(ii) Point mark answer.
One mark per point.
Simple descriptive comments, max of 2.

Information for examiners

- Building settlements.
- Removal of vegetation.
- Straightening of river’s course.
- Reference may be made to certain hard engineering techniques.

4

(iii) **Information for examiners**

- Hard engineering techniques. Building of flood defences.
- Mississippi – levees.
- Thames Barrier.
- Any case study which related to hard engineering.

Level 3 5	Specific detail of actual located examples should be evident. Techniques should be named and relevant. Hard engineering must be explained.
Level 2 4-3	Some of the points from above are made. For top must be linked to example. Explanation of hard engineering must be explicit.
Level 1 2-1	Some of the points from above are made but not necessarily linked to a case study. Implicit definition of hard engineering.

5

(c)

Information for examiners

Farming

- 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.
- Overgrazing.
- Population growth.
- Climate change.
- Deforestation.
- Expect case study evidence for management.

Level 3 7-8 marks	Specific detail of case study should be evident. Both causes of damage and management schemes must be covered, one could be in more detail than the other to enter this level. Good coverage of both for top. There must be evidence of evaluation to reach this level.
Level 2 4-6 marks	Some of the points above are made. To enter level must be linked to example, may focus on one (eg causes) more than the other (eg management schemes).
Level 1 1-3 marks	Some of the points from above are made but not necessarily linked to a case study. Could be either causes or management schemes.

8

Total 30 Marks

QUESTION 2 – Managing Hazards

- (a) (i) Convergent/compressional/destructive **1**
- (ii) Fold mountains, volcano, earthquake focus in correct places **3**
- (iii) Levels marked.

Information for examiners

- Use of plate from diagram
- Movement of oceanic plate down
- Due to density
- Continental plate moves up, fold mountains
- Pressure release earthquakes
- Subduction zone
- Molten magma volcanic eruptions

Level 3 4-5 marks	Sound explanation, using appropriate terminology, covers full sequence
Level 2 2-3 marks	Some explanation of certain aspects, uses limited additional terminology
Level 1 1 marks	Use of terminology is limited to what is provided. There is however some understanding, for top of level.

5

- (b) (i) 0.6 billion **1**

(ii) Simple answer worth one mark relates to starvation in rural areas and the difficulty in getting aid to them because of the water blocking communications. Second mark is a development of this related to after the floods have retreated. The devastation to the communication links which had existed. **2**

(iii) Wide variety of answers. Save the Children, Oxfam, Cafod. Expect well known aid organisation. **2**

(iv) Point mark.
Max. of 3 marks for repetition of points given in Figure 2.

Information for examiners

- 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. **4**

(v) Point mark.
Max of 3 marks if only LEDC or MEDC dealt with.

Information for examiners

- Speed at which country can react.
- Problems such as spread of diseases.
- Medical assistance. **4**

(c) Levels marked as one question.

Information for examiners

Candidates should deal with the management of the hazard before, during and after the event.

Management of problems before the event

- Planning regulations.
- Disaster practices, national guard in USA.
- Warning systems.

Management of problems during the event

- USA release of federal funds to disaster areas.
- Relief to survivors.
- Shortage of clean water.
- Shortage of food.

Management of problems after the event

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

Level 3 7-8 marks	Must have evaluation of the management schemes to reach this level. There should be clear explanation. Has to contain specific case study detail of schemes.
Level 2 4-6 marks	Specific case study information must be included to reach Level 2. There should be clear explanation of the effectiveness of the schemes.
Level 1 1-3 marks	Very general points not related to a case study. May only deal with management at one time

QUESTION 3 – MANAGING TOURISM

- (a)** **(i)** Point mark must mention large increase between 1965-1980. Before this time very low increase after this time constant increase. Max. of 3 if no data. **4**
- (ii)** Point mark.
- Information for examiners**
- Reasons for changes include:
- Invention of jet aircraft.
 - More holidays with pay.
 - Population growth.
 - Greater affluence.
 - Shorter working week.
 - Lower death rate, more old people.
 - Greater mobility and accessibility. **4**
- (b)** **(i)** Peak District. **1**
- (ii)** Greater Manchester, Merseyside. **2**

(iii) Levels mark

Information for examiners

On map

- 6 (if counting New Forest) parks are on the coast.
- Majority of the parks are in the north-west.
- No parks in the south-east.

Other knowledge

- Most parks in highland areas.
- Parks based in areas of outstanding natural beauty.

Level 3 4-5 marks	Sound comments which describe the distribution in full. Expect at least 3 descriptive comments for the top of this level.
Level 2 2-3 marks	Two descriptive comments with mention of at least one example from map.
Level 1 1 marks	General comments about where the parks are.

5

(c) Marks in levels

Information for examiners

Candidates will probably use the ideas of advantages, hence the development of the area which is for the future and the disadvantages which are the exploitation (positive versus negative)

Positive

- Provides jobs for locals.
- Can lead to improvement in local services.
- Can lead to improvement in communications.
- Tourist money can be used to improve local environment.
- Restrict tourist numbers to protect environment.

Negative

- Jobs are usually seasonal.
- Pollution - noise, litter.
- Skiing ruining habitat on slopes.
- Unsightly ski runs.

Level 3 5-6 marks	Detailed explanation based on a case study which has both sides of the argument to show how areas are sustainably developed and how they can be exploited.
Level 2 3-4 marks	Some of the points from above are made. Candidate probably concentrates on the positive, for sustainable development and forgets the negative or vice versa. Must link to case study to enter this level. There should be explicit awareness of sustainable development.
Level 1 1-2 marks	Some of the points from above are made but not necessarily linked to a case study. There should be an implicit awareness of what sustainable development means.

(d) 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 farmers’ problems.
- Commercialisation of certain areas eg Victoria Falls.

Conservation Schemes

- Ecotourism-small groups of people rather than large groups – Zimbabwe.
- National parks/World Heritage sites eg Lulworth cove.
- Marine resources reserve eg Galapagos – controlled access.
- Traffic management plan – Lake District.
- Green tourism – Kenya.

Level 3 7-8 marks	Specific detail of case study should be evident. Both problems and conservation schemes must be covered, one could be in more detail than the other to enter this level. Good coverage of both for top. Actual groups of people must be mentioned to enter this level.
Level 2 4-6 marks	Some of the points from above are made. To enter level must be linked to example, may focus on one (eg problems) more than the other (eg conservation schemes)..Actual groups of people for the top of the level.
Level 1 1-3 marks	Some of the points from above are made but not necessarily linked to a case study. Could be either problems or conservation schemes or people’s attitudes.

8

Total 30 Marks

QUESTION 4 – MANAGING URBAN AREAS

- (a) (i) 1. Redevelopment, renewal, brownfield site.
 2. Suburbanisation, greenfield site. **2**

- (ii) Marks max. of two for each. Credit examples if given.
1. A greenfield site – a site on the edge of the city which was previously rural and is now to be used for urban development.
2. A brownfield site – a site in an urban area now disused and may be derelict which is to be redeveloped. **3**

(iii) Information for examiners

Redevelopment

- Areas of land, which were cleared and then new buildings erected.
- Used in the 1960s 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.

Level 3 5 marks	Produces a well structured, linked response which includes at least 3 reasons.
Level 2 3-4 marks	Clearly understands reasons for redevelopment and renewal, may produce many brief points or 2 reasons in depth.
Level 1 1-2 mark	General comments perhaps one reason mentioned. Basic comments, such as renewal allows for community spirit to be kept.

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(b) (i) Point mark. 1 mark for each explanatory point. Infant mortality is twice as high as there are fewer doctors.

2

(ii) Point mark.
One point per reason that is from 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.

4

(iii) 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, but look for sustainability.

Level 3 5-6 marks	Specific details of case study should be evident. Both policies and sustainability. Candidates should also be aware of policies which aren't sustainable.
Level 2 3-4 marks	Some of the points from above are made. To enter level must be linked to example, may still focus on policy detail rather than sustainability but for top of level sustainability must be explicit.
Level 1 1-2 marks	Some of the points from above are made but not necessarily linked to a case study. Could focus more on the policies but will still achieve some marks at this level. Implicit understanding of sustainability.

6

(c) Mark in levels.

Information for examiners

- Noise pollution causes include traffic, industry, aeroplanes.
- Air pollution causes include traffic, industry, aeroplanes.
- Asthma/breathing problems.
- Hearing problems of children near airports.
- Aesthetic problems.
- Stress.

Level 3 7-8 marks	Specific detail of case study should be evident. Both causes of air and noise pollution and their affect must be covered. Good coverage of both for top.
Level 2 4-6 marks	Some of the points from above are made. For top must be linked to example, may focus on one (eg causes) more than the other (eg management schemes).
Level 1 1-3 marks	General points are made but not necessarily linked to a case study on either causes or affects.

8

Total 30 Marks

END OF PAPER

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

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