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**OCR GCSE (SHORT COURSE) IN GEOGRAPHY A**

**1086**

**SPECIMEN ASSESSMENT MATERIALS**

These specimen assessment materials are designed to accompany OCR GCSE (short course) specification in Geography A for teaching from September 2001.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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# CONTENTS

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Question Paper 1 (Foundation Tier)

Question Paper 2 (Higher Tier)  
Paper 2 Answer Sheet

Mark Scheme Papers 1 and 2 (Foundation and Higher Tiers)

Attachment:

Photograph Sheet (1086/1&2/P)

Note:

OS Map Extract for both papers (and 1986 papers 3 and 4) may be ordered (1 free per Centre) directly from OCR. Further copies may be ordered directly from Ordnance Survey.

Candidate Name

Centre Number

Candidate  
Number**OXFORD CAMBRIDGE AND RSA EXAMINATIONS****General Certificate of Secondary Education****GEOGRAPHY SPECIFICATION A  
(SHORT COURSE)****1086/1****PAPER 1 FOUNDATION TIER****SPECIMEN PAPER FOR JUNE 2003**

1 hour 30 minutes

Candidates answer on the question paper.

Additional materials:

Ordnance Survey map extract

Photograph Sheet (1086/1 &amp; 2/P)

**TIME** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided on the question paper.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets [ ] at the end of each question or part question.

You will be awarded up to 3 marks for the Quality of Written Communication.

Additional answer space is available on the back pages. Answers on these pages **must** be clearly numbered.

The following initials are used throughout this paper:

EU – European Union

LEDC – Less Economically Developed Country

MEDC – More Economically Developed Country.

FOR EXAMINER'S USE	
Question 1	
Question 2	
Question 3	
QWC	
TOTAL	

**This specimen paper consists of 14 printed pages and 2 lined pages.**

1 (a) Study Fig. 1a.

Map showing part of North Western England

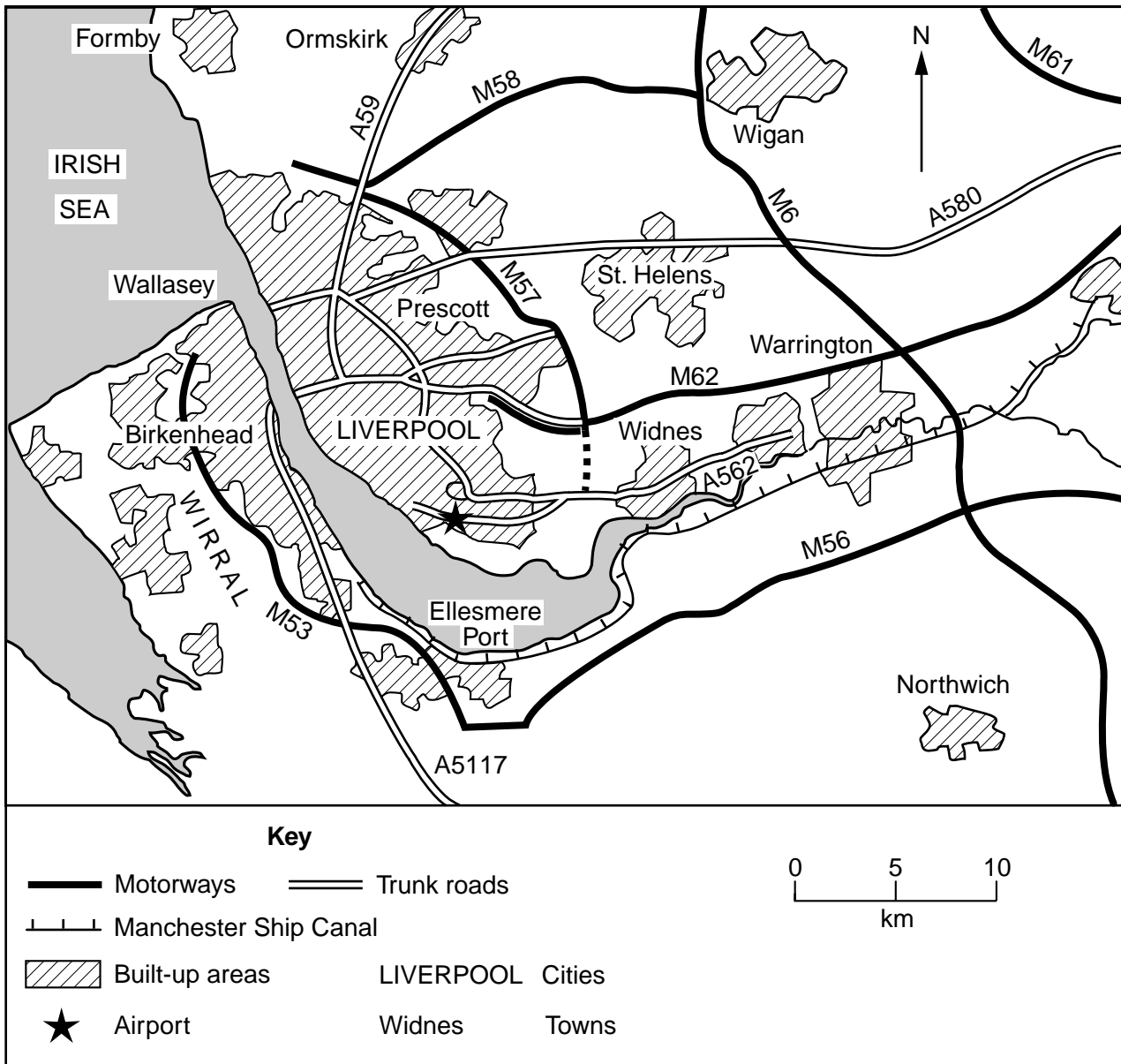


Fig. 1a

- (i) Name the city to the west of St. Helens.

\_\_\_\_\_ [1]

- (ii) Which motorway is 5 kilometres north east of St. Helens?

\_\_\_\_\_ [1]

- (iii) What is the direction of Liverpool Airport from St. Helens?

\_\_\_\_\_ [1]

- (b) Study Photograph A on the separate sheet along with Fig. 1a.

Photograph A is a satellite image of the area which is shown in Fig. 1a.

- (i) In which square of the satellite image is St. Helens located?

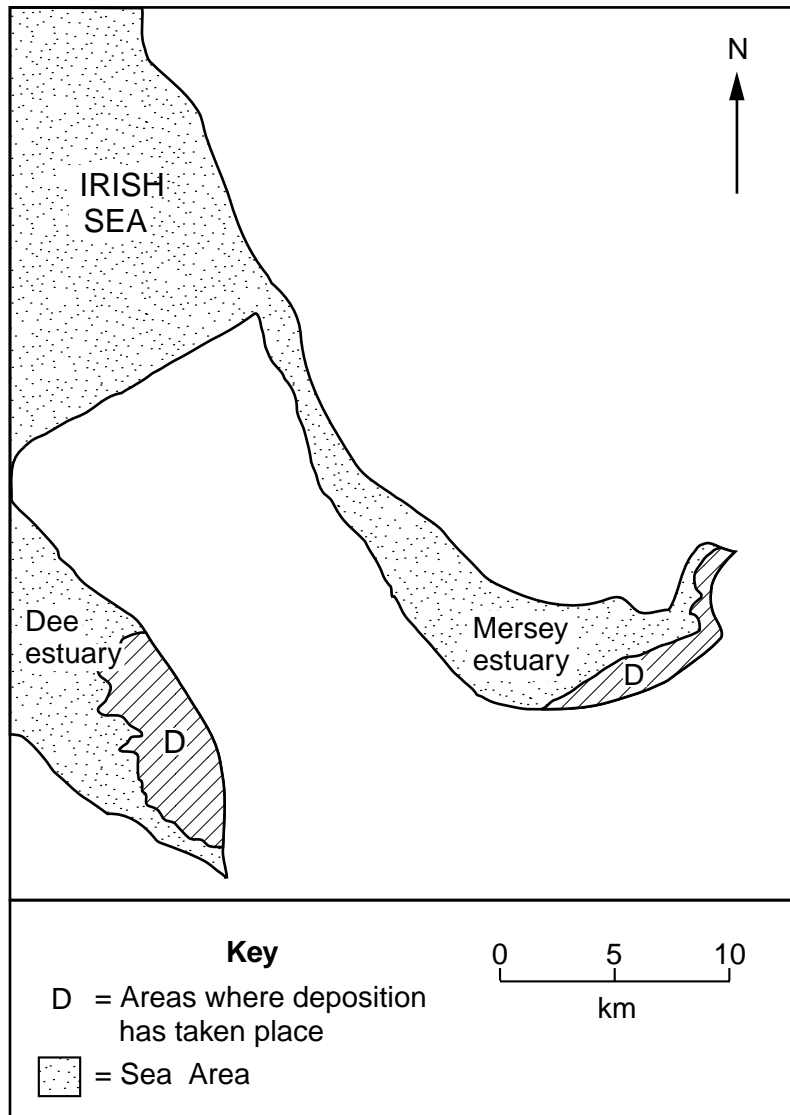
\_\_\_\_\_ [1]

- (ii) How is the land use in square B2 different from the land use in square D5? Use the key to work out your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(c) Study Fig. 1b.

A sketch map showing the western half of the area shown by the satellite image (Photograph A)



**Fig. 1b**

(i) Mark an **X** on Fig. 1b where there is shallow water. [1]

(ii) Suggest a reason why there has been deposition in the two areas labelled D on Fig. 1b.

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[1]

- (d) Study Fig. 1c and the OS map extract (1:50 000) of St. Helens and the surrounding area.

**Population and services of five settlements near St. Helens**

The data was collected during a fieldwork visit to the area. All settlements are shown on the OS map extract.

Settlement	Grid Square	Population	Services available in settlement								
Billinge	5200	9300	✓	✓	✓	✓	✓	✓	✓	✓	✗
Crank	5099	500	✓	✓	✓	✓	✗	✗	✗	✗	✗
Houghwood	5100	50	✓	✗	✗	✗	✗	✗	✗	✗	✗
Kings Moss	5001	150	✓	✗	✓	✗	✗	✗	✗	✗	✗
Rainford	4801	7100	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Key**

✓ = Service available

✗ = No service

Post Box	Church or Chapel	Public House	Post Office	Primary School	Hairdresser	Surgery or Health Centre	Dentist	Secondary School
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**Fig. 1c**

- (i) Compare the services available in Crank and Kings Moss.

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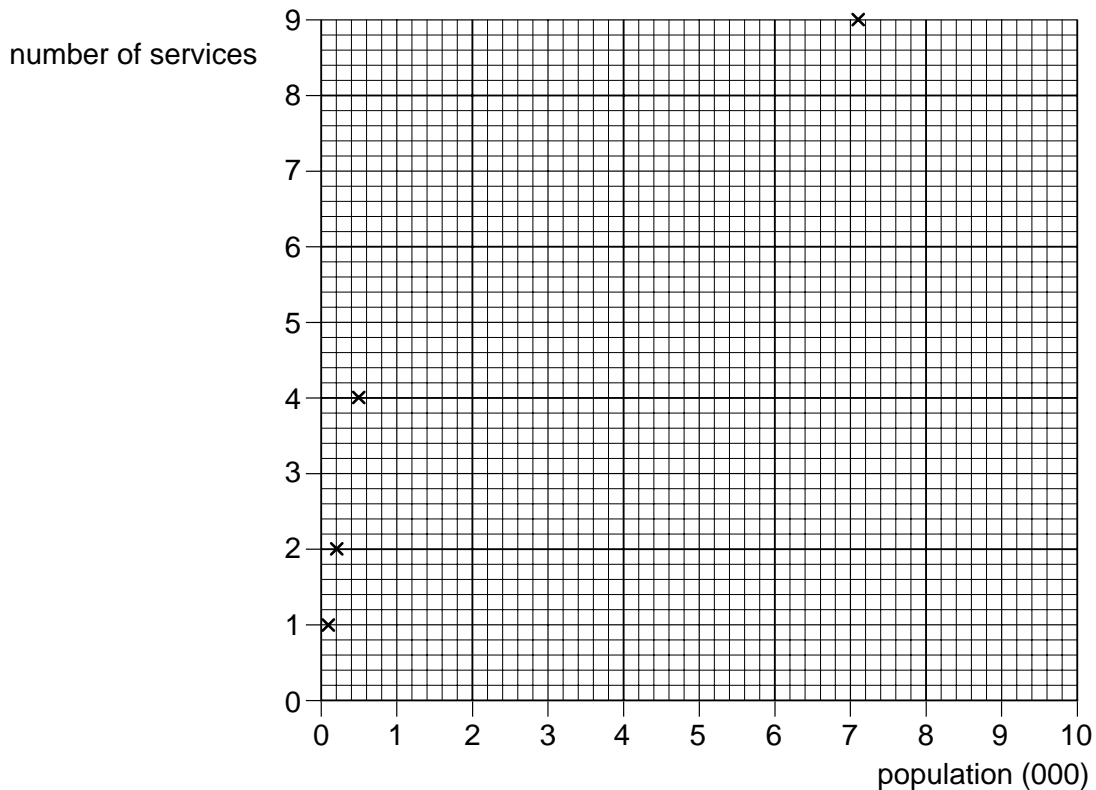
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[2]

- (ii) The scatter graph below shows the relationship between the population and the number of services available in the settlements. Use the information in Fig. 1c to plot Billinge on the graph. [1]



- (iii) Describe the general relationship shown by the table between the number of people who live in a settlement and the services available.

\_\_\_\_\_

\_\_\_\_\_ [1]

- (iv) Suggest why settlements like Crank, Houghwood and Kings Moss do not have many services.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

- (v) Use evidence from the OS map extract to suggest why Billinge is a larger settlement than Houghwood.

\_\_\_\_\_

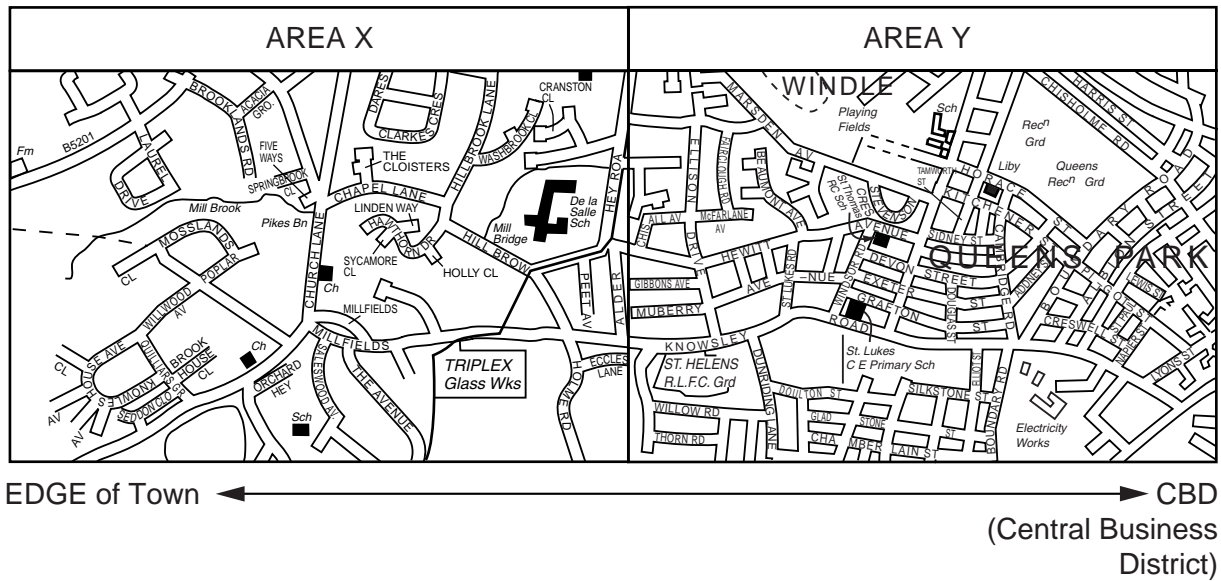
\_\_\_\_\_

\_\_\_\_\_ [1]



(e) Study Fig. 1d.

## The western part of St. Helens



Acknowledgement: St. Helens A-Z Street Map published by McMillan Group

Fig. 1d

- (i) Use map evidence **only** to describe one difference in the road layout between Areas X and Y.

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[1]

- (ii) Give **three** likely differences between the housing in areas X and Y.

1. 

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2. 

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3. 

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[3]

[Total : 19 marks]

END OF QUESTION 1

2 (a) Study Photograph B which shows a river near its source.

(i) What is the source of a river?

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[1]

(ii) Describe **three** natural features of the river and its valley.

1. 

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2. 

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3. 

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[3]

(b) The river in Photograph B is carrying out the process of erosion.

(i) What is erosion?

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[1]

(ii) Explain how rivers erode the land.

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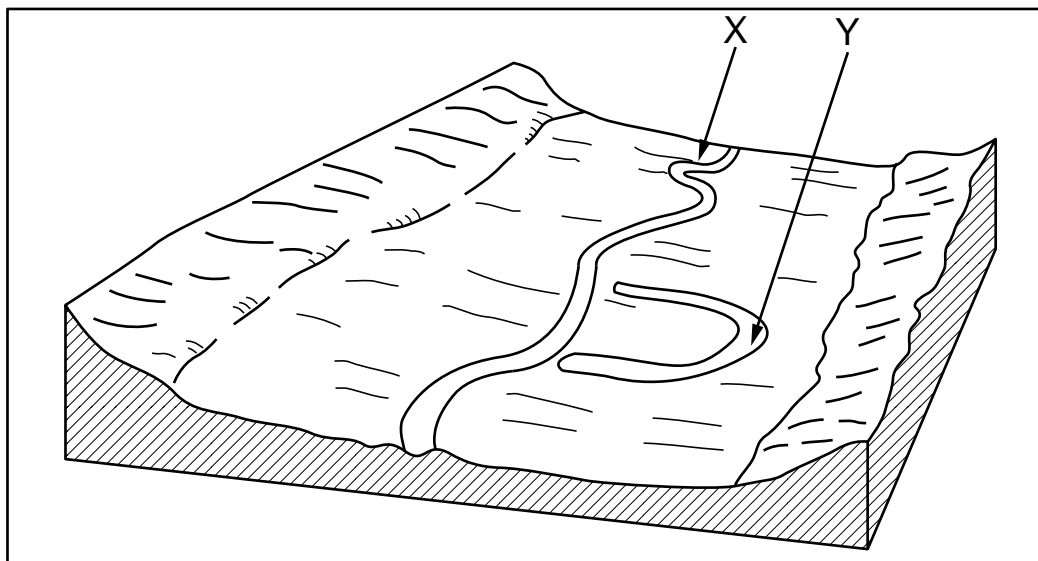
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[4]

(c) Study Fig. 2 below.

**Part of a valley in a lowland area**



**Fig. 2**

(i) On Fig. 2, label the flood plain. [1]

(ii) Name the feature labelled X on Fig. 2.

\_\_\_\_\_ [1]

(iii) The feature labelled Y on Fig. 2 is an oxbow lake. Explain how an oxbow lake is formed by river processes. (You may use a diagram or series of diagrams as part of your answer.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]

(d) For a named river which has flooded:

- explain why this river flooded,
- describe the effects of the flood.

Name of river chosen \_\_\_\_\_

Why it flooded \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Effects \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [5]

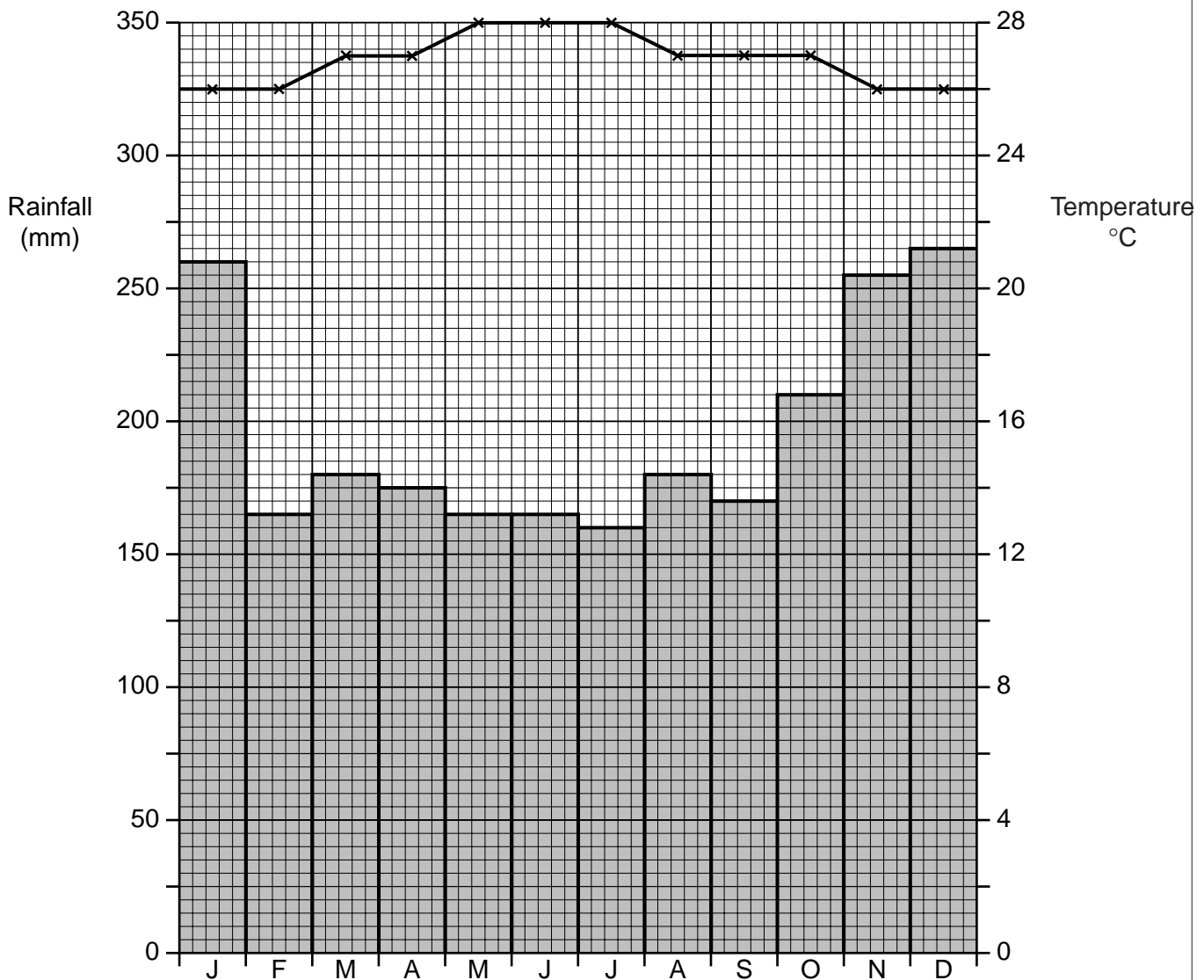
[Total : 19 marks]

\_\_\_\_\_

END OF QUESTION 2

3 (a) Study Fig. 3a.

**Climate of a location in the  
tropical rainforest (Singapore)**



**Fig. 3a**

- (i) What is the average rainfall in January? \_\_\_\_\_ mm [1]
- (ii) What is the temperature range during the year? \_\_\_\_\_ °C [1]
- (b) (i) Name an area of tropical rainforest you have studied.

\_\_\_\_\_ [1]

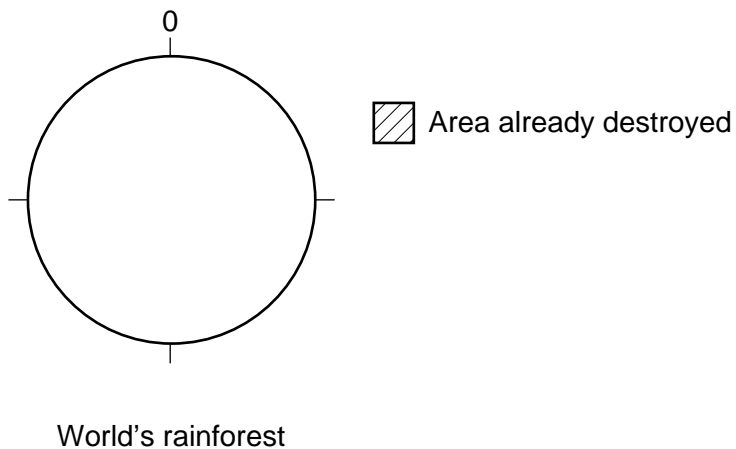
(ii) Describe **three** features of a rainforest ecosystem.

1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_
- [3]

(c) Study Fig. 3b below.



*One third of the world's rainforest has already been destroyed.*



**Fig. 3b**

(i) Complete the pie chart to show how much of the world's rainforest has already been destroyed. [1]

(ii) Give **three** different reasons why areas of tropical rainforest are being destroyed.

1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_
- [3]

(iii) What are the effects of destroying the rainforest on:

- the people who live in the forest
- the local natural environment?

the people who live in the forest

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the local natural environment

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[4]

**(d)** It is important that rainforests are used in future in a sustainable way.

**(i)** What is meant by sustainable development?

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[1]

**(ii)** Describe how sustainable development of rainforests could be achieved.

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[4]

[Total : 19 marks]

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END OF QUESTION 3



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**GEOGRAPHY SPECIFICATION A  
(SHORT COURSE)**

**1086/2**

**PAPER 2 HIGHER TIER**

**SPECIMEN PAPER FOR JUNE 2003**

1 hour 30 minutes

Candidates answer on the separate answer paper provided.

Additional materials:

Answer Sheet (1086/2/AS)

Map Extract (1086/1 & 2/M)

Photograph Sheet (1086/1 & 2/P)

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper and on the answer sheet.

The answer sheet **must** be securely fastened to your answer paper at the end of the examination.

Answer Question **1** and **two** other questions.

Write your answers on the separate answer paper provided.

Number your answers clearly.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets [ ] at the end of each question or part question.

You will be awarded up to 3 marks for the Quality of Written Communication.

The following initials are used throughout this paper:

EU – European Union

LEDC – Less Economically Developed Country

MEDC – More Economically Developed Country.

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**This specimen paper consists of 9 printed pages and 3 blank pages.**

1 (a) Study Fig. 1a.

Map showing part of North Western England

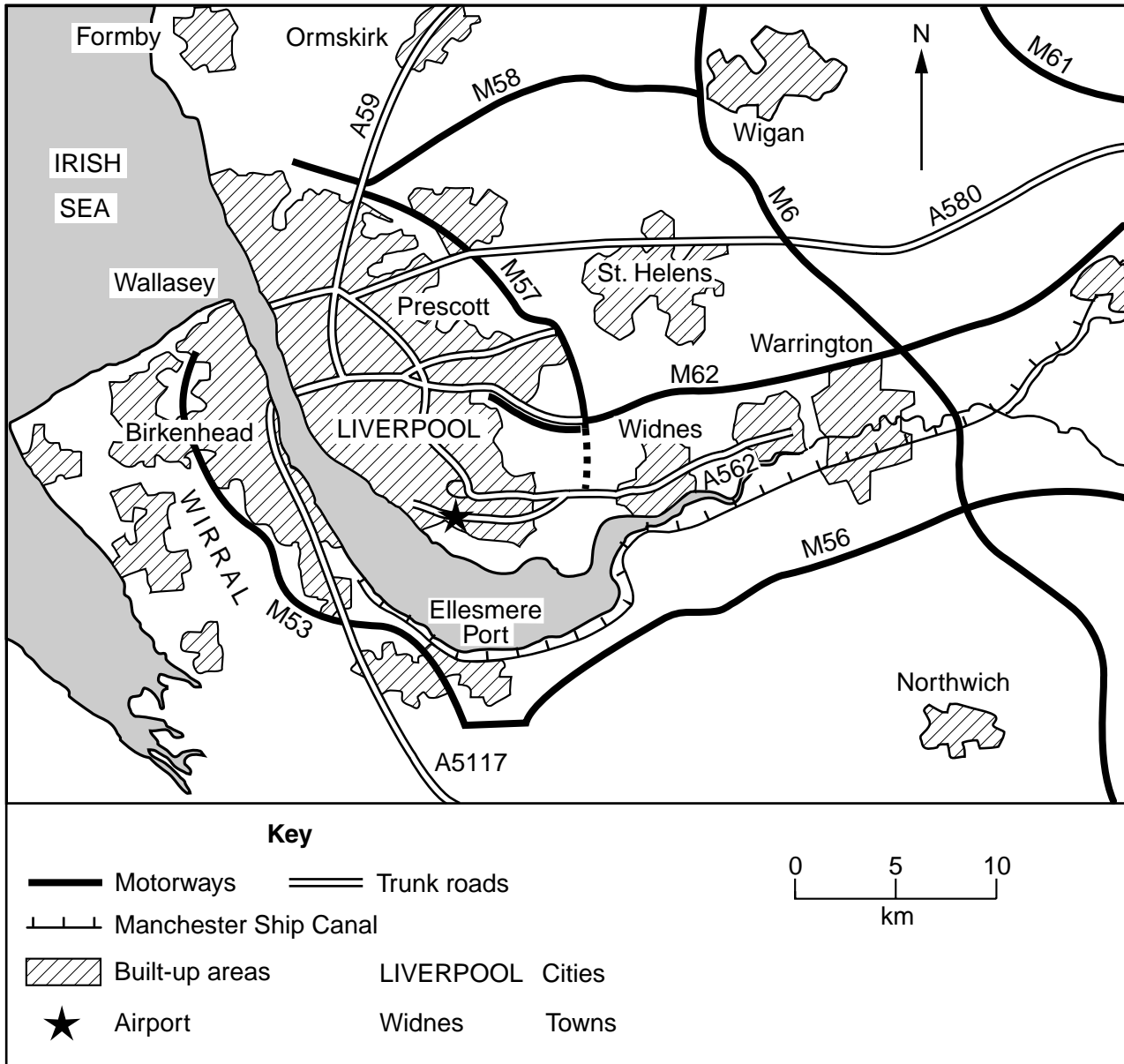


Fig. 1a

- (i) What is the direction of Liverpool Airport from St. Helens? [1]
- (ii) Describe the location of St. Helens. [3]

(b) Study Photograph A on the separate sheet along with Fig. 1a. Photograph A is a satellite image of the same area which is shown on Fig. 1a.

(i) Which two squares on the satellite image are at the ends of the Manchester Ship Canal? [1]

(ii) Describe the differences in land use between the areas to the **north** and **south** of the Manchester Ship Canal. You should refer to places shown in Fig. 1a. [2]

(c) Fig. 1b on the separate answer sheet shows the western half of the area shown by the satellite image (Photograph A).

(i) Shade an area where deposition has occurred (use pencil or a colour). [1]

(ii) Annotate (fully label) Fig. 1b to explain why deposition has occurred in the area which you have shaded for part (c)(i). [2]

(d) Study Fig. 1c and the OS map extract (1:50 000) of St. Helens and the surrounding area.

### Population and services of five settlements near St. Helens

The data was collected during a fieldwork visit to the area. All settlements are shown on the OS map extract.

Settlement	Grid Square	Population	Services available in settlement								
Billinge	5200	9300	✓	✓	✓	✓	✓	✓	✓	✓	X
Crank	5099	500	✓	✓	✓	✓	X	X	X	X	X
Houghwood	5100	50	✓	X	X	X	X	X	X	X	X
Kings Moss	5001	150	✓	X	✓	X	X	X	X	X	X
Rainford	4801	7100	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Key**  
✓ = Service available  
X = No service

**Fig. 1c**

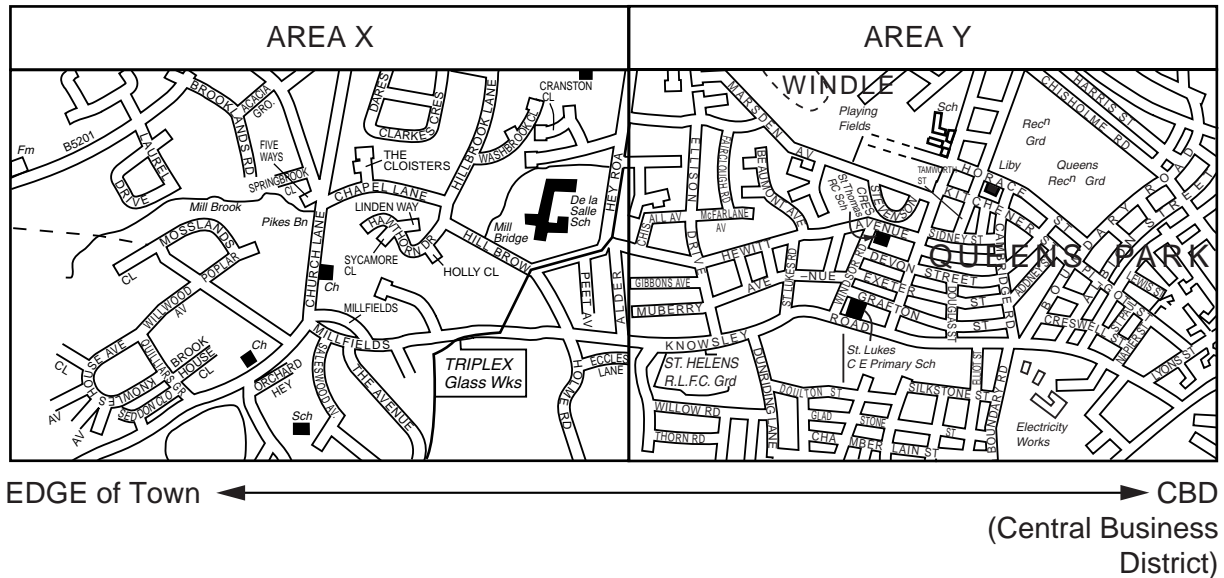
(i) Fig. 1d on the separate answer sheet is a scatter graph showing the relationship between the population and the number of services in the settlements. Use the information in Fig. 1c to plot Billinge on the graph. [1]

(ii) To what extent is there a relationship between the population of these settlements and the types of services available? You should refer to examples from Fig. 1c in your answer. [3]

(iii) Use evidence from the OS map extract to suggest why Billinge is larger than Houghwood. [2]

(e) Study Fig. 1e.

### The western part of St. Helens



Acknowledgement: St. Helens A-Z Street Map published by McMillan Group

**Fig. 1e**

Use evidence from Fig. 1e to describe how the land use changes from close to the CBD (Central Business District) to the edge of the town. You should only refer to housing and road layout. [3]

[Total : 19 marks]

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END OF QUESTION 1

- 2 (a) Study Photograph B. Give **three** pieces of evidence which show that this is an upland river valley. [3]
- (b) Describe the processes by which a river erodes its valley in an upland area. [4]
- (c) Explain how river processes may lead to the formation of an ox bow lake. Draw a labelled diagram as part of your answer. [5]
- (d) For a named river which has flooded:
- (i) explain why this river flooded, [3]
  - (ii) describe the effects of the flood upon people and the environment. [4]

[Total : 19 marks]

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END OF QUESTION 2

- 3 (a) (i) Explain why many people migrate from rural areas to cities in LEDCs. [4]
- (ii) How does rural to urban migration affect the people left behind in the villages? [3]
- (b) Study Photograph C which shows an area of a city in an LEDC.
- (i) Using only evidence from the photograph, suggest why people may dislike living in this area. [3]
- (ii) Describe sites and locations commonly used for squatter settlements (shanty towns) in cities in LEDCs. [3]
- (c) For a named city in **either** an LEDC **or** an MEDC which you have studied, describe the attempts which are being made to improve the quality of life of the residents. [6]

[Total : 19 marks]

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END OF QUESTION 3



- 4 (a) Study Photograph C which shows a tourist area in an LEDC.
- (i) Use evidence from Photograph C to explain why tourists might be attracted to this area. [3]
- (ii) Local people may have different opinions about the growth of tourism in this area.  
Suggest **two** reasons why local people may welcome tourist developments. [2]
- (b) Study Fig. 4 below.

**Possible dangers of tourism**

**Mass tourism is poisoning a paradise**

With a rich mixture of Portuguese and Indian culture, and 105km of coastline Goa is expecting five million tourists in the year 2000. In 1972 the number of visitors was only 10 000. However, the Tourism Concern organisation says Goa's 'fragile ecology and unique culture are being systematically destroyed by hotel owners eager to cash in on the growing number of tourists'.

From *The Independent* on Sunday 12 February 1995

**Fig. 4**

Suggest why tourism may not be welcomed by local people because of the threat to the 'ecology and culture'. [6]

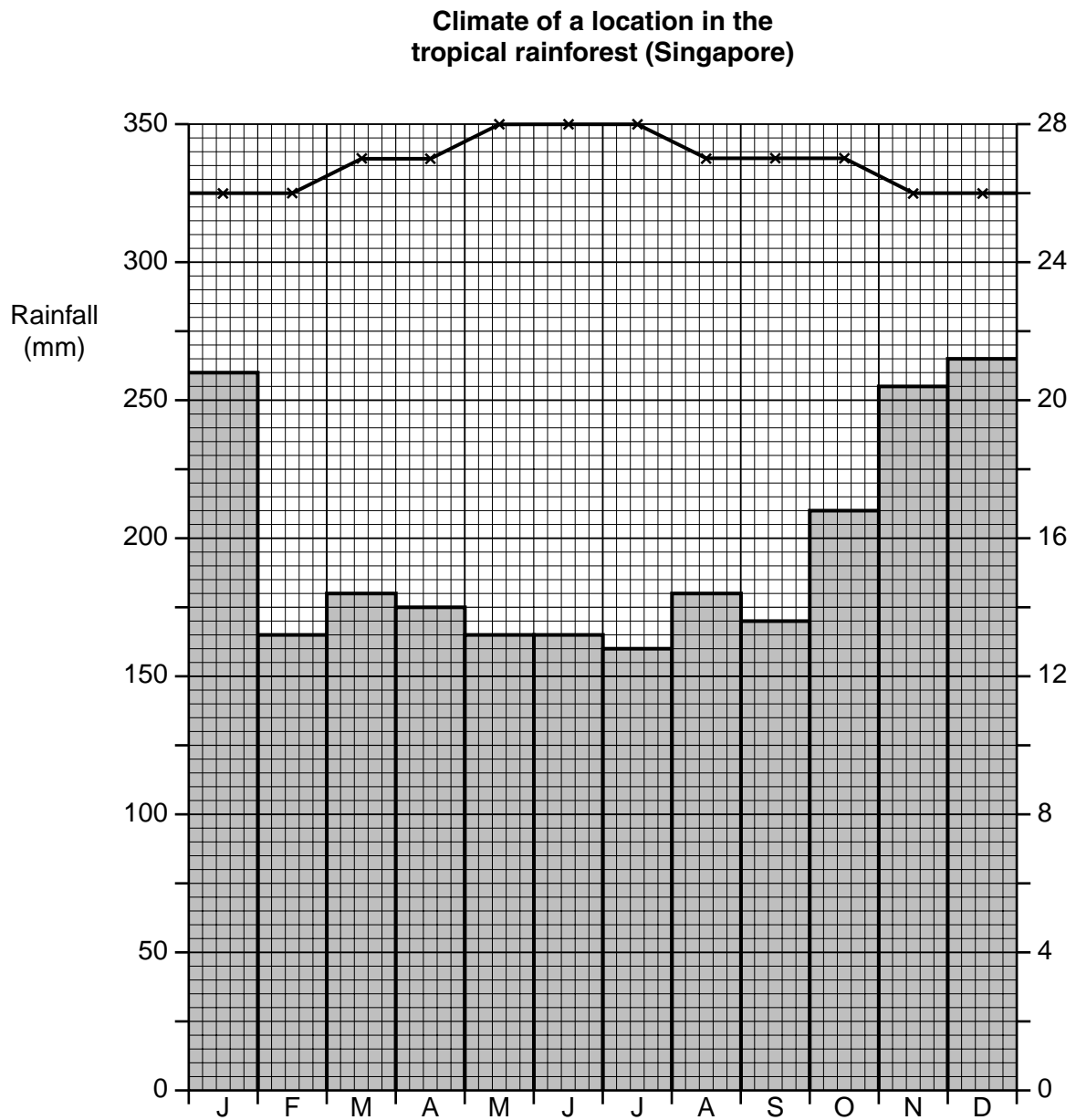
- (c) (i) For a named tourist area in the EU describe how tourism has been managed in order to reduce the problems which it may cause. [5]
- (ii) Why is it important to manage tourism for sustainability in this area? [3]

[Total : 19 marks]

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END OF QUESTION 4

5 (a) Study Fig. 5a below.



**Fig. 5a**

Describe the features of the annual climate pattern.

[3]

(b) Describe the main features of the tropical rainforest.

[5]

(c) Study Fig. 5b below.

**Facts about the destruction of the rainforest**

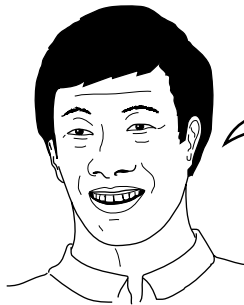


Fact 1

*One third of the world's rainforest has already been destroyed.*

Fact 2

*An area of the rainforest the size of the UK is cleared every year*



Fact 3

*Every minute 40 hectares of rainforest (equivalent to 80 hockey or football pitches) are felled or burned.*

**Fig. 5b**

Explain why large areas of tropical rainforest are being destroyed. You may refer to named examples you have studied. [5]

(d) It is important that rainforests are used in future in a sustainable way.

Describe how this can be achieved. [6]

[Total : 19 marks]

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END OF QUESTION 5

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Candidate Name

Centre Number

Candidate  
Number

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**GEOGRAPHY SPECIFICATION A  
(SHORT COURSE)**

**1086/2/AS**

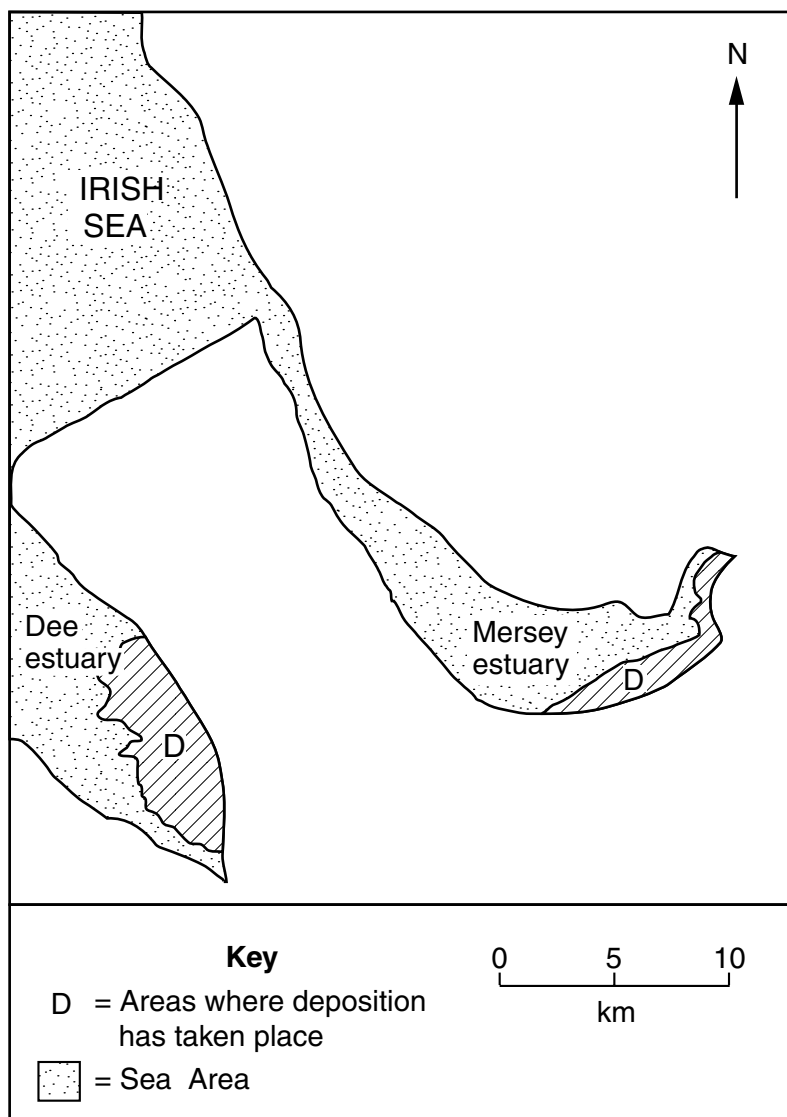
**PAPER 2 HIGHER TIER**

**ANSWER SHEET**

**SPECIMEN PAPER FOR JUNE 2003**

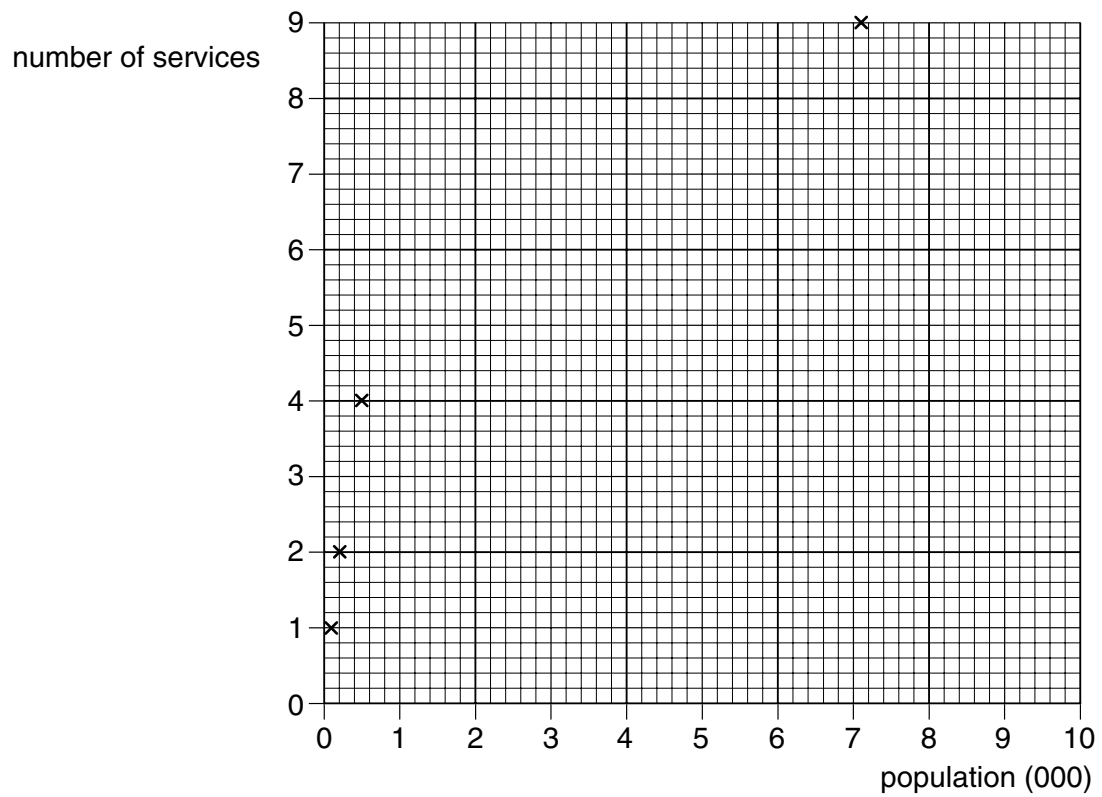
1 hour 30 minutes

**Fig. 1b A sketch map showing the western half of the area shown by the satellite image (Photograph A)**



**This specimen answer sheet consists of 2 printed pages.**

**Fig. 4d A scatter graph showing the relationship between the population and the number of services available in the settlements**





**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**General Certificate of Secondary Education**  
**GEOGRAPHY SHORT COURSE**

**1086**

**MARK SCHEME**  
**Specimen Paper 2003**

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**This mark scheme consists of 11 printed pages and 1 cover sheet.**

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A Level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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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Publications  
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Mill Street  
Birmingham  
B6 6BU

- 1 (a) (i) Liverpool [1]
- (ii) M6 [1]
- (iii) South west/south south west [1]
- (b) (i) B4. [1]
- (ii) Level 2 (2 marks)  
References to general rural/urban contrast along with specified details of each.
- Level 1 (1 mark)  
Rural/urban or farmland/factories contrast. [2]
- (c) (i) X marked on map anywhere within Dee estuary or Mersey estuary or close to coast near Liverpool. [1]
- (ii) Sheltered water; sea doesn't have enough power; slow flowing water; sediment brought down by rivers/sea/tides etc. [1]
- (d) (i) Level 2 (2 marks)  
Crank has more services with illustration from table eg King's Moss does not have a church or post office; they both have a post box and public house.
- Level 1 (1 mark)  
Simple reference to more/less services or reference to services shown in table without interpretation. [2]
- (ii) Billinge accurately plotted [1]
- (iii) More services are available in larger settlements. [1]
- (iv) Level 2 (2 marks)  
Reference to small population along with the implications eg many services are not profitable (private) or economical (public).
- Level 1 (1 mark)  
Refers to population size or implications without attempting to link them. [2]
- (v) Any relevant comparative points @ 1 mark  
Eg Billinge is on a main road (A571)/Houghwood is not; Houghwood is at the end of a road/Billinge is at the junction of roads; Houghwood is more restricted in terms of space/more sloping land around it; it is easier to get from St Helens to Billinge. [1]
- (e) (i) Gridiron pattern in area Y; less regular in X/straighter in Y; more tightly packed in Y. [1]
- (ii) 3 @ 1 for comparative statements. Eg Y is likely to be older; smaller; cheaper; Y will be terraced whilst X will be detached or semi detached; Y will have no drives whilst X will; Y will have no gardens whilst X will; less likelihood of houses having garages in Y; closer together in Y/fewer houses in X; more varied style in X etc. [3]

[Total : 19]

- 2 (a) (i) Where the river begins [1]
- (ii) Any 3 features described @ 1 each. Eg steep slopes; rocky/loose stones/rocks; narrow/no valley floor; interlocking spurs; V shaped, small/narrow/shallow river; rapids/white water/fast flowing; grass/trees/gorse/bracken/sparse vegetation on valley sides etc. [3]
- (b) (i) Wearing away [1]
- (ii) Level 4 (4 marks)  
Explanation of at least 2 corrasion, corrosion and hydraulic action along with the correct use of these terms.
- Level 3 (3 marks)  
Explanation of at least 2 of corrasion, corrosion and hydraulic action or an explanation of one of the above along with the correct use of the terms.
- Level 2 (2 marks)  
Simple explanation of one method or the use of a term without any explanation.
- Level 1 (1 mark)  
A simple statement such as the water hits the banks. [4]  
Reserve 1 mark for quality of written communication.
- (c) (i) On Fig 1 [1]
- (ii) Meander [1]
- (iii) Level 3 (3 marks)  
A full explanation either in words or diagrams which fully explains the impacts of both erosion and deposition in forming an oxbow lake.
- Level 2 (2 marks)  
An explanation which explains the formation simply by reference to erosion.
- Level 1 (1 mark)  
A simple reference to one aspect of the formation. [3]
- (d) (i) Eg mark for name of river eg Trent; Severn; Mississippi  
Reasons to max 3  
Eg heavy/lots of rain; rapid run off; deforestation; urban growth etc.  
Effects to max 3  
Eg loss of life; injury; damage to property; evacuation; disruption of transport; loss of crops; disease/examples etc. [5]

[Total : 19]

- 3 (a) (i)** 260 mm [1]
- (ii)** 2 degrees C [1]
- (b) (i)** Amazon, Brazil, northern South America, Central Africa, Zaire (Congo) Indonesia etc. [1]
- (ii)** Any 3 @ 1  
Eg distinct layers; dense canopy; epiphytes; tall trees/compete for light; little ground vegetation; evergreen; deciduous trees; rapid decay; buttress roots; large number of trees; large variety of species; many animals/birds/insects; fragile ecosystem; straight trees/few branches; waxy leaves etc. [3]
- (c) (i)** Completion of pie chart [1]
- (ii)** Any 3 @ 1  
Eg logging; shifting cultivation; ranching; mining; plantations; HEP schemes; road building; settlement; burning for fuel etc. [3]
- (iii)** Level 3 (4 marks)  
Reference to at least two specific impacts on both people and the natural environment. (Eg native people will be forced from their land by development; species will be threatened as a result of habitat destruction.)
- Level 2 (2 – 3 marks)  
Reference to at least two specific impacts on either people or the natural environment.
- Level 1 (1 mark)  
A simple, generalized reference to the effects on people/environment. (Eg people will lose their homes, animals will die.)  
Reserve 1 mark for quality of written communication. [4]
- (d) (i)** Carbon dioxide/monoxide, methane, sulphur dioxide etc. [1]
- (ii)** Selective logging/restrict use of heavy machinery; create/extend protected areas/ National Forest Parks; helilogging; better monitoring to reduce illegal operations; development of high yield/fast growing species; etc. [4]

[Total : 19]

Question	Skills	Knowledge	Understanding	Application
1	a(i) 1 a(ii) 1 a(iii) 1 b(i) 1 b(ii) 2 c(i) 1 d(i) 2 d(ii) 1 d(iii) 1  d(v) 1 e(i) 1		          d(iv) 2	          c(ii) 1          e(ii) 3
2	a(ii) 3	a(i) 1 b(i) 1 b(ii) 2 c(i) 1 c(ii) 1  d 3	     b(ii) 2   c(iii) 3	     d 2
3	a(i) 1 a(ii) 1  c(i) 1	b(i) 1 b(ii) 3  d(i) 1 d(ii) 4	   c(ii) 3 c(iii) 2	   c(iii) 2
Total	19	18	12	8

Up to 3 marks are awarded for the Quality of Written Communication.  
The criteria to be used in the assessment are given below

Candidates have communicated information by brief statements. They spell, punctuate and use the rules of grammar with limited accuracy; they use a limited range of specialist terms appropriately.

[1 mark]

- 1 (a) (i) South west/south south west [1]
- (ii) Level 3 (3 marks)  
Describes location of St Helens referring to both roads and other settlements (using distance/direction). Eg ROADS – north of M62; south of M58/A580; west of M6; east of M57.  
SETTLEMENTS – east of Liverpool; west of Manchester; north of Widnes; south west of Wigan etc; or could refer to distances (eg 10km from Liverpool).
- Level 2 (2 marks)  
Reference to settlements or roads only (using distance/direction).
- Level 1 (1 mark)  
Impressive reference to settlements and/or roads (ie near/between). [2]
- (b) (i) C2,A7 [1]
- (ii) Level 3 (3 marks)  
References to general rural/urban contrast (ie more urban to north) along with examples (eg St Helens, Liverpool) and a recognition of the existence of exceptions/eg Ellesmere Port to south, rural areas to north.
- Level 2 (2 marks)  
References to general rural/urban contrast (ie more urban to north) along with examples (eg St Helens, Liverpool).
- Level 1 (1 mark)  
Simple descriptive statement. [3]
- (c) (i) On Fig 1b [1]
- (ii) Level 2 (2 marks)  
Annotation indicates both origin of silt and reference to deposition of load/sheltered water/slow flowing water.
- Level 1 (1 mark)  
Annotation indicates either origin of silt or reference to deposition of load/sheltered water/slow flowing water. [2]
- (d) (i) Correctly plotted [1]
- (ii) Level 3 (3 marks)  
A clear positive link does exist/Crank has more services with illustration from table. (Eg King's Moss does not have a church or post office; Crank being bigger has both along with a post box and public house.) Though Rainford and Billinge do not fit the expected pattern/Rainford has a secondary school whilst Billinge does not.
- Level 2 (2 marks)  
Recognition, with exemplification of positive link.
- Level 1 (1 mark)  
Simple recognition of positive link/or example of it. [3]

- (ii) Any two relevant comparative points @ 1 mark

Eg Billinge is on a main road (A571)/Houghwood is not; Houghwood is at the end of a road/Billinge is at the junction of roads; Houghwood is more restricted in terms of space/more sloping land around it; it is easier to get from St Helens to Billinge. [2]

- (e) 3 @ 1 for comparative points made.

Housing near CBD is likely to be older; smaller; cheaper; will be terraced whilst closer to edge it will be detached or semi detached; near CBD will have no drives/garages whilst near edge they will; they will have no gardens near the centre whilst near the edge they will. (max 2 on houses.)

Roads are gridiron pattern close to CBD, less regular close to edge; greater density of roads close to centre. (max 2 on roads.) [3]

[Total : 19]

- 2 (a) Steep sided valley; lack of vegetation on valley side/moorland; small stream/narrow channel; rapids/waterfall; interlocking spurs; steep gradient; large boulders in river etc. 3 @ 1 [3]

- (b) Corrosion/abrasion; fine material rubbed against river bank; bank collapse; Corrosion; rocks forming bed & banks of channel are dissolved; by acids in water; Hydraulic; force of water hitting bank; dislodges loose material. Undercutting.

Level 2 (3 – 4 marks)

Description of at least three methods and use of correct terminology.

Level 1 (1 – 2 marks)

Description of one or two methods but no use of correct terminology. [4]

- (c) Erosion on outside of meander; river is faster flowing; meander becomes more extreme; meander neck narrows; river cuts through neck; during flood/fast flowing river; increase in river gradient; transport of material from outside to inside bank; deposition blocks off old meander; meander migration etc.

Level 3 (5 marks)

Full explanation and clear diagrams which includes the impact of both erosion and deposition processes.

Level 2 (3 – 4 marks)

Full explanation and diagrams in terms of erosion.

Level 1 (1 – 2 marks)

Reference to two aspects of the formation process. [5]



- (d) (i) Eg Mississippi (1993) Reserve from either (i) or (ii).  
Heavy rain; melting snow; saturated land/drains could not cope; thunderstorms in June resulted in rapid run-off; further storms in July put pressure on levees; collapsed; urbanisation led to increased run off; less infiltration on impermeable flood plain etc. [3]
- (ii) Flood plain covered by excess water; area larger than British Isles affected by flooding; all road & rail bridges damaged or destroyed; river traffic halted for several months; 43 deaths; 50,000 evacuated; £8bn damage; water remained on land for several months; stagnant water attracted rats & mosquitoes; ground too wet to plant crops for next year's harvest; sewage washed into waterways; flood prevention schemes set up for future etc. Reserve 1 mark for quality of written communication. [4]

[Total : 19]

- 3 (a) (i) **Pull factors:** such as jobs; housing; services; improved quality of life; education; opportunities for family; expectations.  
**Push factors:** such as poor harvest; threat of starvation; lack of services – health care/education; environmental problem such as drought; limited food production; mechanisation causing a reduction in jobs; low income farming; population pressure; general poor living standards.  
No double credit for 'opposites'.  
Level 2 (3 – 4 marks)  
Reference to both pull and push factors.  
Level 1 (1 – 2 marks)  
Reference to pull factors. [4]
- (ii) Unbalanced population structure if males or young migrate; shortage of people to farm; on the other hand may relieve population pressure; more land to farm; easier to implement land reforms; depend upon migrants for money; splits up families; less investment in rural areas; destroys village social structure etc. 3 @ 1  
Reserve 1 mark for quality of written communication. [3]
- (b) (i) **Housing** – overcrowded: makeshift; built of scrap materials – corrugated sheeting/timber; no protection against weather; etc.  
**Environment** – cramped, disease spreads quickly; flooded/stagnant/dirty water; unhygienic; no services; rubbish so rats carry disease etc.  
2 marks maximum for either housing or environment. [3]
- (ii) Edge of city; along major roads; where buildings have been knocked down; near to factories/airport; marshland/river flood plain/steep hillsides/rubbish dumps/wasteland – to 2 max. [3]

## (c) In an LEDC city

**Self help schemes:** ideas such as self-built housing; inhabitants dig ditches for water /sewage pipes; community organisation to co-ordinate improvements.

**Government/city authority schemes:** ideas such as provide basic services – eg water, sewage disposal, waste disposal, electricity; provide/subsidise building materials; build low cost housing; loan to self-help groups; give residents land ownership rights; measures to combat crime.

**International aid schemes:** in areas such as education; health care.

Reserve 1 mark for named city.

Level 3 (5 – 6 marks)

Reference to other measures such as loans, ownership rights, co-ordination of measures, etc.

Level 2 (3 – 4 marks)

Reference to specific services and their providers.

Level 1 (1 – 2 marks)

Reference to un-sourced services.

Answer could focus on a city in an MEDC – urban regeneration/traffic management scheme.

[6]

[Total : 19]

4 (a) (i) **Beach:** clean; peaceful/quiet; deserted; golden/white.

**Water:** blue/green; clean; clear; calm.

**Weather:** cloudless/blue sky; sunny; tropical.

**Vegetation:** tropical; exotic; palm trees; plenty of greenery/lush etc.

2 marks maximum for each section, no double-credit.

[3]

- (ii) Specific jobs/services; labour intensive; market for local produce; foreign investment; local schools/hospitals/electricity/water supplies improved; increased cultural links; reduces need for emigration; can use tourist facilities; boosts local economy/higher standard of living etc. 2 @ 1.

[2]

(b) **Ecology:** destruction of vegetation for hotels/resorts; loss of habitats on land & in water ; destruction of coral reefs; reclamation of mangroves/wetlands; destruction of sand dunes; effects on wildlife; sewage onto beaches/into sea; water shortage due to priority given to tourists etc.

**Culture:** commercialisation leads to destruction of local culture; traditional/religious shrines become tourist attractions; social problems – prostitution, crime, drugs; pollution – noise/air/visual/litter etc.

Answer need not refer to a coastal environment, eg Kenya or Egypt.

Level 3 (5 – 6 marks)

Details such as specific traditions becoming commercialised or particular types of vegetation being destroyed and named; animals/birds losing habitats.

Level 2 (3 – 4 marks)

General reference to both ecology and culture.

Level 1 (1 – 2 marks)

General reference to either ecology or culture.

[6]

- (c) (i) Accept any kind or scale of tourist area. Eg education through visitor centres; signposted paths; reinforced walkways/paths; landscaping/screening of tourist facilities; park & ride; entry restrictions; cycle-hire scheme; zoning of activities; ranger patrols; restriction on developments; laws/fines; clean-up projects etc.  
Reserve 1 mark for named area.  
Single point marking, credit development.  
Reserve 1 mark for quality of written communication. [5]

- (ii) Level 2 (3 marks)  
Ensure the future of tourism by conserving the attractions.

Level 1 (1 – 2 marks)  
Protection of the natural environment/ecosystem; preventing pollution destroying the area. [3]

[Total : 20]

- 5 (a) Looking for annual pattern:  
**Temperatures:** constantly high all year; between 26 – 28 all year/range of temperature only 2.  
**Rainfall:** each month over 150mm/wet all year; variation of 100mm between wettest & driest months; high annual rainfall.  
**Rainfall** higher when temperatures cooler.  
Reserve 1 mark for temperature & rainfall. [3]

- (b) Ideas such as:  
Three layers; dense canopy; epiphytes; branches form crown; emergents; trees compete for light; little ground vegetation; except in openings/next to rivers; evergreen forest; deciduous trees; rapid decay; buttress roots; lianas/vines climb through trees; large number of tree species per hectare; large variety of animals/birds; nutrients held in biomass; rapid nutrient cycling; soils are thin; soil easily eroded; fragile ecosystem etc. [5]

- (c) (i) Ideas such as:  
Logging – eg mahogany & teak; felling neighbouring trees; settlers farming forest plots; shifting cultivation; ranching – American companies; quarrying/mining – copper/iron ore; pulp mills – paper; plantations – teak/rubber; HEP dams & reservoirs; road/rail building eg Trans Amazon highway; fuelwood etc.  
1 mark, not reserved, for named eg of local project.  
Reserve 1 mark for quality of written communication. [5]

- (ii) **People:** ideas such as: native forest dwellers forced out/into reservations; loss of forest resources – eg medicines; native people affected by diseases introduced by settlers; destroys traditional way of life; lack of fuelwood; water supplies contaminated etc.  
**Environment:** ideas such as: thinner/less fertile soil; laterisation; increased surface run off; less interception; soil erosion; sediment and nutrients washed into streams; flooding; scrub replaces forest; loss of species/extinction; effects on food web; loss of habitats; soil leaching; landslides; desertification etc.  
No credit for global environmental effects.

Level 3 (5 – 6 marks)  
Reference to at least four specific impacts on both people and the environment.

Level 2 (3 – 4 marks)  
Reference to at least two specific impacts on both people and the environment.

Level 1 (1 – 2 marks)  
General reference to effects on people and the environment. [6]

[Total : 19]

## Higher Paper 2

Question	Skills	Knowledge	Understanding	Application
1	a(i) 1 a(ii) 3 b(i) 1 b(ii) 2 c(i) 1 d(i) 3 d(ii) 3 e 5			c(ii) 2 d(iii) 2
2	a 3	b 4 d(i) 3 d(ii) 2	c 5 b(ii) 2	d(ii) 2
3	b(i) 3	b(ii) 3 c 6	a(i) 4 a(ii) 1	a(ii) 2
4	a(i) 3	b 4 c(i) 5	b 2 c(ii) 3	a(ii) 2
5	a 3	b 5 d 4	c 5	d 2
Total	22	18	10	8

## Quality of Written Communication

Up to 3 marks are awarded for the Quality of Written Communication.  
The criteria to be used in the assessment are given below

Candidates have communicated in a clear and effective manner. They spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision. [3 marks]

Candidates have communicated with reasonable clarity and effectiveness. They spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility. [2 marks]

Candidates have communicated information by brief statements. They spell, punctuate and use the rules of grammar with limited accuracy; they use a limited range of specialist terms appropriately. [1 mark]