

**Geography A**

General Certificate of Secondary Education 1986

**Mark Schemes for the Units**

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**June 2008**

**1986/1086/3986/MS/R/08**

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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.

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## GCSE Geography A (1986)

### MARK SCHEMES FOR THE UNITS

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# 1986/01 Paper 1 (Foundation)

## General advice to Assistant Examiners on the procedures to be used

YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
- 2 An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If the geography is correct and also answers the question then the mark(s) should normally be credited. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by the messaging system within SCORIS, by e-mail or by phone.
- 3 Some questions have a 'Level of Response' mark scheme. Any details about these will be in the rationale.
- 4 If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

### Award 0 marks

- if there is any attempt that earns no credit (including copying out the question)

### Award NR (No Response)

- if there is nothing written at all in the answer space  
OR
- if there is any comment which does not in any way relate to the question being asked (eg 'can't do', 'don't know')  
OR
- if there is any sort of mark which is not an attempt at the question (eg a dash, a question mark)

6 Annotations: the following are some of the annotations available on SCORIS.

- ✓ = correct response
- ✗ = incorrect response
- bod = benefit of the doubt
- nbod = benefit of the doubt **not** given
- ^ = information omitted
- ? = unclear
- { = open bracket
- } = close bracket
- L1 = Level 1 statement
- L2 = Level 2 statement
- P = Place specific detail
- LNK = two statements are linked
- REL = suitable example chosen for case study

Highlighting is also available to highlight any particular points on the script.

Please use the annotations for the standardization scripts. For the rest of your marking it is not essential to use annotations, however it is useful to use the L1 and L2 annotations for the case studies.

7 The Comments box

The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.

You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.

Please do not use the comments box for any other reason.

Any questions or comments you have for your team leader should be communicated by the messaging system within SCORIS, by e-mail or by phone.

8 Please send a brief report on the performance of the candidates as an email attachment to your Team Leader (Supervisor) by the end of the marking period. It would be helpful to receive this as soon as possible. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Question				Gd	Expected Answers	Mks	Rationale
1	(a)	(i)	*		<ul style="list-style-type: none"> <li>Cliff</li> <li>arch</li> <li>stack.</li> </ul>	3	No alternative Any indication acceptable (tick, arrow, etc) If all 6 circled = 0 If 4 or 5 circled mark first 3
1	(a)	(ii)			Erosion.	1	No alternative Any indication acceptable If more than one circled = 0
1	(a)	(iii)			Ideas such as: <ul style="list-style-type: none"> <li>waves/water/sea hit cliff/weakness/crack/joint/headland</li> <li>hydraulic action/abrasion (or corrasion)/corrosion or descriptions (to MAX 1)</li> <li>blowhole/enlargement/opening of crack/weakness</li> <li>formation of caves/becomes a cave</li> <li>further erosion of back walls of caves/cave enlarged/back to back caves/either side of headland</li> <li>arch formation/becomes an arch/waves break through</li> <li>collapse/fall of arch/roof produces stack.</li> </ul>	3	Do not credit the SAME point in the written answer and on the diagram  Labels on diagram must show the processes not just the feature  Candidates may score 3 marks by giving the first few ideas from the mark scheme without writing about the eventual formation of the stack.  Do not credit;  waves crash on rocks (which rocks?) stack formed (how?) stump formation swash/backwash/destructive or constructive waves (needs reference to hitting cliff/process of erosion) erosion (how?)

1	(b)	(i)		<p><b>Evidence</b> of rapid erosion such as:</p> <ul style="list-style-type: none"> <li>houses/caravans very close to edge of cliff/pipes exposed</li> <li>slumping of cliffs evident in photograph/fallen material at cliff base/gardens fall from cliff top</li> <li>attempts to protect cliff/house are visible/rocks at base/repairs to upper cliff etc.</li> </ul>	2	<p>Do not credit reference to beach materials alone, eg,          'there are lots of pebbles/rocks on beach' (how did they get there?) = 0          'Lots of pebbles have <u>fallen</u> on beach' = 1          'House has collapsed' = 0 (not visible)          'cliffs are soft' = 0          'cliff has broken/has indentations' = 0          farmland/vegetation on cliff top = 0</p>
1	(b)	(ii)		<p><b>Reasons</b> for rapid erosion such as:</p> <ul style="list-style-type: none"> <li>soft/unconsolidated rocks/clay/weak</li> <li>heavy rain/water soaks into cliff</li> <li>large/destructive waves/storms</li> <li>Beach removed/narrow (by longshore drift)</li> <li>lack of management/not protected etc.</li> </ul>	2	<p>Do not credit vague ideas or any reference to; processes eg undercutting of cliff/mass movement (why?), high speed of water          Because of weather/waves          Waves hit (need size/strength)          waves smashing into cliffs (need size/strength)          Angle of beach          Because of wind          Rocks eroded quickly          Sea level rise          Longshore drift (needs to refer to removal of beach)          Houses on top of cliff</p>
1	(b)	(iii)		<p>Methods such as:</p> <ul style="list-style-type: none"> <li>groynes or description eg wooden structure at right angle to coast</li> <li>revetments or descriptions eg sloping wooden barrier at base of cliff</li> <li>sea/concrete wall</li> <li>beach nourishment</li> <li>gabions</li> <li>rock armour/boulders at base</li> <li>reduce angle/steepness of cliff</li> <li>plant vegetation on cliff face</li> <li>offshore barrier eg tyres/colliery waste/build reefs</li> <li>drainage pipes in cliffs etc.</li> </ul>	3	<p>Name of the method or description as shown is acceptable. Do not double credit name &amp; description.</p> <p>Do not credit vague statements such as;          build a wall/put concrete/fence/barrier there          remove houses/move people away          spend more on protection = 0          sand bags = 0          reinforce cliff = 0 unless method of reinforcement is specified</p>

1	(c)		<p><u>Level 1</u> (1-2 marks)  <b>Simple</b> statements describing the impacts on people of the chosen hazard, eg</p> <ul style="list-style-type: none"> <li>• People were killed and injured</li> <li>• Electricity cut off</li> <li>• Houses/buildings collapsed</li> <li>• Roads were damaged</li> <li>• Factories/shops or other commercial buildings damaged</li> <li>• Hospitals/schools or other public service buildings damaged</li> <li>• Wildlife killed</li> <li>• Lack of clean water/broken sewers, etc.</li> </ul> <p><u>Level 2</u> (3-4 marks)  <b>Specific/detailed</b> statements describing the impacts on people of the chosen hazard, eg</p> <ul style="list-style-type: none"> <li>• People died through being crushed by collapsed houses (or exact number killed/injured)</li> <li>• Electricity supplies were cut off across the city as cables were damaged/so people couldn't cook</li> <li>• Houses/buildings collapsed so people were homeless</li> <li>• Roads were damaged so rescue workers couldn't reach the area</li> <li>• Factories in were badly damaged so people couldn't work, etc.</li> <li>• Lack of clean water/broken sewer so risk of disease</li> <li>• Fires were caused by broken gas pipes</li> </ul> <p><u>Level 3</u> (5 marks)  Uses named example such as Kobe/Mt St Helens.  Detailed and accurate place specific statements such as: 5000/63 dead, 7.2 on Richter scale/lateral blast, Hanshin Expressway/Spirit Lake, etc or appropriate data or factual information.</p>	5	<p><b>NB Tsunami = earthquake therefore is acceptable</b></p> <p><b>Example scale must be appropriate eg if tsunami credit Sri Lanka/Indonesia, flooding = Bangladesh or named river, earthquake/volcano must be generally be less than a whole country eg Kobe earthquake OK but Japan not, Montserrat volcano OK but China quake needs smaller focus etc)</b></p> <p><b>If hazard type has not been circled and candidate has given a suitable example (eg of a volcano/river flood/earthquake) and their comments correctly describe impacts of their chosen hazard they can gain full L3.</b></p> <p><b>Do not credit any CAUSES or PROTECTION METHODS</b></p> <p><b>Within Level 1</b>  One simple statement = 1 mark  Two or more = 2 marks</p> <p><b>Within Level 2</b>  One detailed statement = 3 marks  Two or more with appropriate example = 4 marks  (ie No named or inappropriate example (drought/hurricane) = Level 2 maximum (3 marks))</p> <p><b>NB Candidates do not have to reach top of level 1 to enter level 2.</b></p>
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					<p><b>NB The examples given illustrate statements at level 1 and level 2 – they are not exhaustive there will be many more ideas which will be valid.</b></p> <p>NB no example = Level 2 (3 marks)</p>		<p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and included at least one place specific idea.</p>
					<b>Total</b>	<b>19</b>	

Question				Gd	Expected Answers	Mks	Rationale
2	(a)	(i)	*		Graph completion.	1	No shading required. Ignore placing and width unless placed directly on top of solid black bar for 2005. Must be mostly touching 8 line.
2	(a)	(ii)			Number has increased; from 2 million to 4 million/by 2 million; Increasing proportion of total city population live in squatter settlements; from 40% to 50% of total population/two fifths to a half.	2	If figures are used there should either be figures for both years or one figure indicating the difference. Figures need correct units (millions or % as appropriate)  Do not credit reference to increase in the overall population of Lima.  <b>NB `Doubled` = 2 marks as it implies an increase and states an amount</b>
2	(a)	(iii)			Death rate.	1	No alternative Must include `rate`.
2	(a)	(iv)			Movement/going; <b>Either</b> from countryside/villages/farms <b>and/or</b> to towns/cities/built up areas.	2	Candidates need to show understanding of `migration` and `rural to urban` for both marks. For the `rural to urban` phrase only one word needs defining. Eg `people <u>leave</u> the <u>countryside</u> ` = 2 marks.  NB Some candidates use `country` to mean `countryside`. You will need to decide whether they are really referring to the countryside and not the whole country: eg `leaving the country` = 1 mark for movement idea but this could be international migration. `leaving the country to move to the urban areas` = 2 marks Here the use of the word urban gets no credit but makes it clear that `country` is being used to mean `rural`.

2	(a)	(v)	<p><u>Level 1</u> (1-2 marks) Simple statements which explain why the population is increasing rapidly, eg:</p> <ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• No food</li> <li>• Jobs</li> <li>• Earn money/get money</li> <li>• better education</li> <li>• better healthcare</li> <li>• better lifestyle/standard of living</li> <li>• better services</li> <li>• more entertainment/bright lights.</li> <li>• Join family/friends</li> </ul> <p><u>Level 2</u> (3-4 marks) More specific statements which explain why the population is increasing rapidly, eg:</p> <ul style="list-style-type: none"> <li>• drought/flooding etc</li> <li>• famine in countryside</li> <li>• higher wages/higher paid jobs/earn more money</li> <li>• prospect of better schools for children</li> <li>• more hospitals</li> <li>• more access to doctors</li> <li>• cinemas/restaurants.</li> <li>• Join family/friends who could provide jobs/accommodation</li> </ul> <p><u>Level 3</u> (5 marks) Uses named example such as Sao Paulo/Mumbai. Detailed and accurate place specific statements such as: Favela/bustee, Brazil/India, Rocinha/Dharavi or appropriate population data or factual information.</p> <p><b>NB The examples given illustrate statements at level 1 and level 2 – they are not exhaustive there will be many more ideas which will be valid.</b> No named example = Level 2 maximum (3 marks)</p>	<p><b>5</b></p> <p><b>Do not double credit opposite `pulls` and `pushes` at any level with no reserve on pull and push factors. (ie can score full marks with pulls or pushes only).</b></p> <p><b>Within Level 1</b> One simple statement = 1 mark Two or more = 2 marks</p> <p><b>Do not credit the following</b> vague/extreme/incorrect responses even at level 1: Good/bad weather/climate High/low crime rates Better/more houses (how/why are they better?) Shanty towns to live in more to do (what? why?)</p> <p>[ <b>Within Level 2</b> One detailed statement = 3 marks Two or more with appropriate example = 4 marks (ie No named example = Level 2 maximum (3 marks)</p> <p>NB Candidates do not have to reach top of level 1 to enter level 2. eg `There are more schools in the city` = L2 (3)</p> <p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and included at least one place specific idea.</p>
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Question			Gd	Expected Answers	Mks	Rationale
2	(b)	(i)		<ul style="list-style-type: none"> <li>• Housing is built illegally/no land rights or planning permission/threat of eviction.</li> <li>• Landslip on steep ground.</li> <li>• Flooding/standing water.</li> <li>• Air pollution from nearby factories/open fires etc.</li> <li>• Poor/waste building materials/corrugated iron/sacking etc</li> <li>• give no protection from weather/unsteady.</li> <li>• Can't lock doors/easy to break in</li> <li>• Fire hazard</li> <li>• Lack of infrastructure/<u>basic</u> amenities</li> <li>• Lack of electricity/unsafe electrical connections</li> <li>• lack of clean water/no piped water/shared taps</li> <li>• lack of sewage disposal/open drains/excrement in street.</li> <li>• Lack of schools</li> <li>• lack of hospitals/doctors.</li> <li>• No rubbish collection/rubbish dumped near houses/litter.</li> <li>• Vermin/stray dogs/flies/mosquitoes etc</li> <li>• Cramped/overcrowded living conditions/small houses/lots of people in one room.</li> <li>• High density of houses/houses tightly packed together/houses close to each other</li> <li>• Few permanent/well paid job opportunities.</li> <li>• Crime/theft/social disorder/prostitution.</li> <li>• Disease or examples/unhealthy/high death rates/unhygienic</li> <li>• Poverty or implication eg girl with no shoes, people lack food</li> <li>• Poor access/unmade roads</li> </ul>	4	<p>Do not credit value judgements: Eg not proper homes/poor homes etc (In what way are they poor?)</p> <p>Do not credit the following vague/extreme responses:</p> <p>dangerous (why?) unsafe houses (why?) no facilities/services/amenities (such as?) dirty (why? So what?) self built (so what?) messy (why? So what?) smelly (why? So what?) noisy (why? So what?) no heat/light (from?) unhappy people (why?)</p>

2	(b)	(ii)		<ul style="list-style-type: none"> <li>• Provide hospitals/doctors/clinics</li> <li>• Provide schools/education.</li> <li>• Give them clean water/taps/pipes.</li> <li>• Build houses with water tanks on roof</li> <li>• Provide toilets/dig sewers/drains</li> <li>• Collect rubbish regularly/clean up rubbish.</li> <li>• Spray vermin infested areas/round up stray dogs</li> <li>• Attract/set up industries (to provide jobs).</li> <li>• Train people to build their own houses/self help schemes.</li> <li>• Provide building materials/bricks</li> <li>• Provide cheap loans</li> <li>• Provide cheap, basic housing/low rents/public housing</li> <li>• Improve infrastructure</li> <li>• Provide electricity to each house/solar panels.</li> <li>• Build better roads/pavements.</li> <li>• Donate food</li> <li>• Provide state benefits/pensions/child allowances/unemployment benefit etc</li> <li>• Create new settlements to reduce overcrowding in squatter settlement</li> </ul>	4	<p>Do not credit the following vague responses:</p> <p>Give them jobs (how? Where? What?)          Build houses/better houses (what type?)          Give them money (for what?)          Move people out/create new settlements (why?)          Needs link to improving existing squatter settlement)</p> <p>Solutions to any problem can be described.          They do not have to link with problems identified in (i) above.</p>
				<b>Total</b>	<b>19</b>	

Question				Gd	Expected Answers	Mks	Rationale
3	(a)	(i)	*		Graph completion 2 marks = no significant errors 1 mark = one significant error 0 = 2 or more significant errors	2	At least 2 segments must be shaded or labelled segments <b>MUST</b> be in the same order as 1960 and 1980 bars Must touch 60 line and must not touch 34 or 36  A significant error is an incorrect plotting or lack of shading/ label or incorrect order of segments (eg. Both lines drawn correctly but no shading or labelling = 1 mark)
3	(a)	(ii)			Mechanisation Manufacturing industries closing down/production moved abroad Foreign competition/cheaper imports	2	Do not credit ideas such as; Low paid/repetitive/dirty work/don't want to do the low skilled work People lack skills We don't need those products/outdated More jobs in other sectors eg primary/tertiary Because of air pollution They are not profitable (why?)
3	(a)	(iii)			Ideas such as: <ul style="list-style-type: none"> <li>• increased medical services</li> <li>• growth of tourism/entertainment</li> <li>• expansion of education</li> <li>• expansion of specific transport related jobs eg air travel industry</li> <li>• growth of services to support industry(eg advertising, financial, accountancy etc.</li> <li>• increase in retailing etc</li> <li>• growth of IT/research and development/quaternary</li> <li>• support for individuals eg domestic/gardeners/cleaners etc.</li> </ul>	2	Do not credit; Growth of transport (which?) Better paid jobs/better working environment/better educated people
3	(b)	(i)			Tertiary	1	No alternative Any indication acceptable If more than one circled = 0

3	(b)	(ii)		<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• no training needed/people are unskilled/uneducated</li> <li>• can set up own or family enterprise</li> <li>• quick money/cash in hand/no taxes</li> <li>• demand for services from rich/business people/tourists/lots of customers</li> <li>• little investment capital needed for equipment</li> <li>• no premises needed/you can do it outside your home/on the roadside</li> <li>• only way to earn money/no job to go to/can't get work in formal sector/no one will employ them</li> <li>• It's a job that children can do/labour laws etc.</li> </ul>	2	<p>Do not credit To earn money or similar because they pay good money Because families are poor/desperate People want their shoes shining (where? How many? / high demand idea needed)</p>
3	(c)	(i)		Coal(accept coke)/oil(accept diesel/petrol)/gas/lignite/peat.	1	Do not credit: charcoal/wood/nuclear
3	(c)	(ii)		<ul style="list-style-type: none"> <li>• They are finite fuels/will run out/not renewable/not sustainable</li> <li>• High prices/rising prices</li> <li>• More dependency on imports</li> <li>• Continued greenhouse gas emissions/air pollution.</li> <li>• Acid rain</li> </ul>	2	Do not credit: they cause pollution
3	(c)	(iii)		<ul style="list-style-type: none"> <li>• Expensive to develop/build</li> <li>• Only generate small quantities of electricity</li> <li>• Economic/political influence of main energy producers/oil companies don't want competition</li> <li>• HEP(or other specified example) are limited to specified sites eg uplands for HEP etc.</li> <li>• Many suitable sites are remote/inaccessible</li> <li>• Public protest that they are unsightly/noisy/environmentally destructive (or a specific energy type) etc.</li> <li>• Time taken for development/construction</li> <li>• Unreliability of solar, wind, waves as energy sources etc.</li> <li>• Planning restrictions eg National Parks</li> </ul>	2	Do not credit ideas such as; lack of space expensive(need building/construction idea) therefore expensive to run = 0 not clean (too general) damages environment (too general) any problems related to nuclear power

Question		Gd	Expected Answers	Mks	Rationale
3	(d)		<p><u>Level 1</u> (1-2 marks) Simple statements which explain the positive or negative effects on the local area eg:</p> <ul style="list-style-type: none"> <li>• Jobs are created/lost</li> <li>• Higher/lower revenue for local shops</li> <li>• Noise/dust pollution</li> <li>• Lowers house prices.</li> </ul> <p><u>Level 2</u> (3-4 marks) More specific statements which explain the positive or negative effect:</p> <ul style="list-style-type: none"> <li>• Jobs created in building the turbines</li> <li>• Jobs lost in local mine and for local lorry drivers</li> <li>• More profit for local shops from construction workers</li> <li>• Loss of local shops and services as unemployed miners forced to move</li> <li>• Increase in total income as former mine is turned into tourist attraction</li> <li>• Cleaner and quieter environment encourages return of wildlife to area.</li> </ul> <p><u>Level 3</u> (5 marks) Uses named example such as Holmewood. Detailed and accurate place specific statements such as: 2299 jobs, North Derbyshire / M1/ 18% unemployment or appropriate data or factual information.</p> <p><b>NB The examples given illustrate statements at level 1 and level 2 – they are not exhaustive there will be many more ideas which will be valid.</b></p> <p>No named example = Level 2 maximum (3 marks)</p>	5	<p><b>This question refers to the increase/decrease in energy production(loss of jobs/people moving away from area) rather than the impact of a disaster such as Chernobyl(eg death etc =0)</b> <b>Example scale must be smaller than a country eg closed coal mines in South Wales</b> <b>Effects must be local eg CO2/acid rain =0</b></p> <p><b>Within Level 1</b> One simple statement = 1 mark Two or more = 2 marks</p> <p><b>Within Level 2</b> One detailed statement = 3 marks Two or more with appropriate example = 4 marks (ie No named or inappropriate example (nuclear in France/HEP in Ghana/limestone quarry in the Peak District) = Level 2 maximum (3 marks)</p> <p>NB Candidates do not have to reach top of level 1 to enter level 2.</p> <p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and included at least one place specific idea.</p>
			<b>Total</b>	<b>19</b>	



Question				Gd	Expected Answers	Mks	Rationale
4	(a)	(i)	*		A protected area of scenic beauty, where people can enjoy outdoor leisure activities.	1	No alternative Any indication acceptable If more than one circled = 0
4	(a)	(ii)			Any two of: Lake District, (North) Yorkshire Moors, Yorkshire Dales, Snowdonia, Brecon Beacons, Pembrokeshire Coast, Dartmoor, Exmoor, Norfolk Broads/The Broads, Northumberland, New Forest South Downs.	2	Do not credit; Peak District National Parks from other countries eg Yellowstone Must be named in full as shown (allowing for spelling errors eg Beacons/Lakes/Moors/Downs = 0)
4	(b)	(i)			One mark for naming one settlement from: Peak Dale, Upper End, King Sterndale, Buxton, Wormhill, Blackwell, Taddington, Wheston, Chelmorton.  One mark for each of Two methods of transport: road/truck/lorry railway/train	3	First mark must be settlement name so do not credit; Millers Dale/caravan or camping site/museum, etc  Must be appropriate transport for heavy loads and map evidence so do not credit; Car/van/coach/driving, etc Plane/helicopter Boat Motorway = 0 unless they state `lorries/trucks on motorway in which case credit can be given for `lorries/trucks` .
4	(b)	(ii)			Benefits such as: <ul style="list-style-type: none"> <li>• limestone is a raw material for industry/building work for more people/work will last longer/more jobs</li> <li>• more profit for quarry owners</li> <li>• spin off on local businesses of increased employment/multiplier effect/more income in area</li> <li>• more work for haulage/rail companies</li> <li>• prevents rural depopulation/stops people moving away etc.</li> </ul>	2	Do not credit; improving roads (as quarry is not new) more money (for whom?) more money for country = 0 but more money for the area/region = 1 helps community (how?) get more limestone/raw material (for what?)

4	(b)	(iii)		<p>Problems for either people or environment such as:</p> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• puts tourists off</li> <li>• Public protest that they are unsightly/noisy/environmentally destructive</li> <li>• more heavy lorries/trains creating more fumes/noise</li> <li>• more noise from blasting or effect of on people</li> <li>• more dust from blasting or effect of on people</li> <li>• Loss of farmland/farmer forced off</li> <li>• Disruption to tracks/path</li> <li>• Congestion/accident/danger on roads</li> <li>• House prices falling</li> <li>• Eyesore/visual intrusion/ugly/scar on landscape</li> <li>• Vibration from lorries/structural damage</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• loss of vegetation/cut down trees</li> <li>• kills wildlife/loss of habitat</li> <li>• noise of blasting may scare fauna/animals</li> <li>• impact of dust on flora/plants etc.</li> </ul>	3	<p>Do not credit;</p> <p>more heavy lorries (what problem?)</p> <p>Noise/dust (what source or effect?)</p> <p>air pollution</p> <p>pollution = 0</p> <p>sheep made ill by eating dusty grass</p> <p>unsafe for children/sheep (it will be fenced off)</p> <p>public protest (about what?)</p> <p>named disease (eg asthma) without the cause</p> <p>destroys the landscape (how? Why?)</p>
4	(b)	(iv)		<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• they are areas of scenic/natural beauty/unspoilt or examples (eg moorlands, valleys) to MAX 2</li> <li>• to carry out outdoor leisure activities or examples to MAX 2</li> <li>• areas are calm/relaxing(to relax)/peaceful/away from the hassle of the city/close to mother nature</li> <li>• many are accessible by road/motorway to large numbers of people/large urban areas within easy travelling distance etc.</li> </ul>	3	<p>Do not credit;</p> <p>Scenery (needs qualifying eg natural/beautiful/unspoilt)</p> <p>Free/no entry cost</p> <p>easy to get to/close to where they live</p> <p>to see the animals/wildlife (what kind?)</p>

Question		Gd	Expected Answers	Mks	Rationale
4	(c)		<p><u>Level 1</u> (1-2 marks) Simple statements describing which identify <u>problems caused by tourism</u> in a National Park, eg:</p> <ul style="list-style-type: none"> <li>• tourists leave farm gates open</li> <li>• noise from tourists</li> <li>• tourists frighten wildlife</li> <li>• military use prevents tourist access</li> <li>• noise pollution from quarrying disturbs tourists</li> <li>• tourist park on verges, etc.</li> </ul> <p><u>Level 2</u> (3-4 marks) More developed statements which describe <u>conflicts</u> between tourism and other land uses, eg:</p> <ul style="list-style-type: none"> <li>• tourists leave farm gates open and farmers animals stray onto roads</li> <li>• tourists making a noise/hiking across farmland may trample crops and scare livestock</li> <li>• tourists park on verges and block narrow country roads which make access for farmers with tractors and other machinery difficult etc).</li> <li>• quarrying creates noise from blasting which disturbs tourists</li> <li>• military use prevents tourist access to some areas because of danger from unexploded shells</li> </ul> <p><u>Level 3</u> (5 marks) Uses named example (eg Peak District). Detailed and accurate place specific statements such as: Castleton, Hope Valley, Derbyshire or appropriate data or factual information.</p> <p>NB The examples given illustrate statements at level 1 and level 2 – they are not exhaustive there will be many more ideas which will be valid.</p>	5	<p><b>Must be conflict between TOURISM &amp; other land users/uses such as; forestry, military, water supply, farming, settlement</b></p> <p><b>NB conflict between military &amp; farmers, etc = 0</b></p> <p><b>Within Level 1</b> One simple statement identifying a problem = 1 mark Two or more = 2 marks</p> <p>Do not credit; crime (unless specified and appropriate). air pollution (unless specified eg from vehicle exhausts/from dust)</p> <p><b>Within Level 2</b> One detailed statement describing a conflict = 3 marks Two or more with appropriate example = 4 marks (ie No named or inappropriate example (Alton Towers, Yellowstone) = Level 2 maximum (3 marks)</p> <p>NB Candidates do not have to reach top of level 1 to enter level 2.</p> <p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and included at least one place specific idea.</p>

					NB no example = Level 2 (3 marks) Apply same principles on naming of National Park example as in 4a ii)		
					<b>Total</b>	<b>19</b>	

**Assessment of quality of written communication**

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (eg case studies) are likely to be most useful in your assessment.

- 0** Candidate makes little attempt throughout the paper to communicate in written form.
- 1** Candidate is able to communicate in written form, though the message is not always clear.
- 2** Candidate communicates clearly by writing brief, simplistic statements, using everyday language.
- 3** Candidate generally communicates effectively, using specialist terms in some answers.
- 4** Candidate communicates effectively throughout, and uses specialist terms where appropriate.

# 1986/02 Paper 2 (Higher)

## INSTRUCTIONS ON MARKING SCRIPTS

*All page references relate to the Instructions for Examiner booklet (revised September 2007)*

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

### 1 Before the Standardisation Meeting

**Before the Standardisation Meeting you must mark a selection of at least 10 scripts.** The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any difficulties which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 5*)

### 2 After the standardisation meeting

a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.

b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.

#### c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

#### **Annotation consists of:**

- the use of ticks and crosses against responses to show where marks have been earned or not earned
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission)
- the use of standard abbreviations, eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

**d) Recording of Marks**

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 9a – d, page 8*)

**e) Handling of unexpected answers**

The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 6 page 5*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 19, page 28*)

- 1 (a) (i) 32-34  
1 mark [1]
- (ii) Ideas such as:
- tributaries will have joined by Haydon Bridge/river South Tyne is a main river but River Rede is tributary/drainage density.
  - the river has gathered water from a larger area at Haydon bridge/bigger drainage area
  - tributaries draining to South Tyne drain a larger area of high annual rainfall than those draining to River Rede
  - at Rede bridge flow could have been reduced by Catcleugh Reservoir, no reservoirs on River South Tyne etc
- 2@1 mark [2]
- (iii) Ideas such as the flow of the river at Tarsset:
- will be lower than before the reservoir was built
  - will be more regular/there will be lower peaks (less flooding)/managed
  - less sediment being carried etc
- 2@1 mark [2]
- (b) (i) Identification of landforms:  
Y = waterfall/gorge/plunge pool  
Z = meander/slip off slope/river beach/point bar
- 2@1 mark [2]
- (ii) Ideas such as:  
Description
- in middle course cross section becomes less steep sided/less V-shaped/steeper valley
  - in middle course there is more of a valley floor/flatter land adjacent to river/wider valley floor/wider valley
  - deeper valley in upper course
- Explanation
- in upper course there is vertical erosion
  - in the middle course there is lateral erosion
  - more weathering/mass wasting in upper course
  - erosion on outer banks widen valley floor etc
- Erosion processes named or described to 1 mark max
- 2 marks reserve for description and explanation (✓d ✓e) [5]



**(c)** Level 1 (1-3 marks)

Statements including limited detail which attempt to explain formation of chosen landform.

eg

- flood plain/levees formed by deposition
- oxbow lake is formed when the river cuts off a meander etc.
- former meander cut off etc.

Level 2 (4-6 marks)

More developed statements which clearly explain formation of chosen landform.

eg

- flood plain formed by deposition during time of flood
- sediment is deposited when standing water spreads across lowland adjacent to river
- oxbow lake is formed when the river cuts off a meander by eroding outer banks of meander
- neck narrowed, and eventually cut through during time of flood/high flow,
- former meander cuts off, ends sealed by deposition in slow flowing water etc.

Level 3 (7 marks)

Needs to include labelled diagram (s). Must contain 3 level 2 statements.

[7]

No labelled diagram=level 2 maximum= 6 marks

**TOTAL [19 marks]**

- 2 (a) (i) X = Arch Y = Stack
- 2@1 mark [2]
- (ii) Ideas such as:
- waves/water/sea hit base of cliff/weakness
  - erosion by hydraulic action/abrasion/corrosion or descriptions (to MAX 1)
  - blow hole/enlargement of weakness
  - formation of caves
  - further erosion of back walls of caves/cave enlarged/back to back caves/either side of headland
  - collapse of arch forms stack
  - breaks through to form an arch. [4]
- (b) (i) Ideas such as:
- house/caravans very close to edge of cliff/pipes exposed
  - slumping of cliffs evident in photograph/fallen material at cliff base/gardens fallen from cliff
  - attempts to protect cliff/house are visible/rocks at base/repairs to upper cliff etc.
- 2@1 mark [2]
- (ii) Ideas such as:
- loss of/damage to houses/villages fallen into the sea
  - loss of farmland
  - damage to communications/roads/railways
  - cost of/need to build methods to protect coastline
  - impact on businesses/tourism/caravan parks/loss of beach (impact could be positive or negative)
  - people forced to leave homes
  - value of property decreases/cost of moving
  - insurance premiums high/difficult to get insurance etc.
- 4@1 mark [4]

**(c)** Level 1 (1-3 marks)

Statements including limited detail which describe how coastal erosion is managed.

eg

- groynes
- revetments
- sea walls
- beach nourishment etc.

Level 2 (4-6 marks)

More developed statements which describe how coastal erosion is managed.

eg

- groynes built at right angle to beach to stop sediment being removed from beaches
- revetments at base of cliff reduce power of waves
- sea walls made of concrete are more resistant to wave attack
- beach nourishment reduces power of waves etc.

Level 3 (7 marks)

Comprehensive and accurate place specific statements. Must contain 3 level 2 statements and be place specific eg Holderness coast.

eg

- Groynes built at right angle to beach to stop sediment being removed from beaches at settlements such as Mablethorpe and Withernsea
- drainage pipes inserted into boulder clay cliffs at Atwick and Barmston to reduce likelihood of slumping
- sea walls made of concrete which are resistant to wave attack protect promenade at Hornsea etc.

[7]

No named example=Level 2 maximum= 6 marks

**TOTAL [19 marks]**

- 3 (a) (i)** Death rate decreases more/faster in Niger or vice versa/both death rates decrease.  
 Death rate is higher in Niger in 1955 and remains higher in 1995 or vice versa.  
 Accept reference to comparative figures for 1 mark eg  
 In 1955 death rate in Niger is 32 per thousand, in France it is 13 per thousand  
 In 1995 death rate in Niger is 19 per thousand, in France it is 10 per thousand  
 In Niger change of 13 per thousand, in France 3 per thousand. **[2]**
- (ii)** Improvements in:
- medical care/hospitals/vaccinations
  - water supply/sewage disposal/sanitation
  - diet/food supply/farming
  - housing/standard of living/jobs
  - aid to vulnerable areas/short-term/long term
  - rural to urban migration – more access to services
  - education about hygiene/contraception/STD/jobs/nutrition.
- 3 maximum on any category above  
 1 mark maximum for “better/more” statements in each category **[5]**
- (iii)** Ideas such as:
- natural disaster or example
  - AIDS/disease
  - crop failure
  - malnutrition
  - civil war/war etc
- 2@1 **[2]**
- (iv)** Ideas such as:
- high birth rate compensates for high infant mortality/high death rate in children
  - children used as workforce/seen as economic asset
  - children look after family members who are old/ill
  - importance attached to large families/early marriage
  - low status of women/denied right to decide on having children/poor education of women
  - lack of family planning facilities/contraception
  - cost of family planning prohibitive
  - lack of education on family planning/birth control
  - government policies regarding birth control
  - religious opposition to birth control etc. **[3]**

**(b)** Level 1 (1-3 marks)

Statements including limited detail which describe the attempts to control the birth rate.

eg

- family planning
- use condoms
- educate women
- improve health care
- one child policy; etc.

Level 2 (4-6 marks)

More developed statements which describe the attempts.

eg

- forced abortions and sterilisation
- promoting the benefits of birth control
- educate women so that they can have a career
- free education for single child in family
- guaranteed jobs if only single child in family
- loss of benefits/fines for subsequent children; etc.

Level 3 (7 marks)

Uses named example such as India or China.

Comprehensive and place specific statements.

Must contain 3 level 2 statements and be place specific or make direct reference to government initiatives.

eg

- one child policy was forced onto the Chinese people when it was introduced
- constant advertisements on TV and in the Press about the benefits of having only one child
- 'granny police' who advised authorities if a second child was born; etc.

Credit answers which describe attempts to encourage higher birth rates in some European countries.

No named example = level 2 maximum= 6 marks.

[7]

**TOTAL [19]**

- 4 (a) (i) Ideas such as:
- overpopulation
  - starvation/crop failure/pests/no food/overgrazing/infertile soil/soil erosion
  - natural disaster – flood/drought/hurricane
  - no land ownership/farm too small to survive
  - lack of education/health/welfare services
  - lack of government investment
  - no sanitation/electricity/telephones
  - poor quality of life/standard of living/living conditions/poverty
  - no jobs/poorly paid jobs/unemployment
  - badly built/no homes etc
- [3]**
- 3@1
- (ii) Impacts such as:
- loss of working population/more jobs to go round
  - work on the land is left to old/infirm
  - agricultural production declines
  - loss of more educated people
  - old people have no younger family members to care for them
  - breakdown of social structure/extended family
  - lack of government investment
  - gender imbalance/ young men leave
  - money sent back to village
  - more investment to develop area
  - falling birth rate
  - less pressure on land to feed people/more space for people/more food to go round etc
- [4]**
- (b) Addis Ababa **[1]**
- (c)
- Housing is built illegally/no land rights or planning permission.
  - Landslip on steep ground.
  - Flooding if land next to river.
  - Air pollution from nearby factories.
  - Poor/waste building materials give no protection from weather/unstable buildings.
  - Fire hazard caused by building materials
  - Clean water/sewage disposal/unhygienic/unhealthy/no drains.
  - Lack of schools/education.
  - No rubbish collection/litter/vermin.
  - Cramped/overcrowded living conditions/tightly packed houses
  - Few permanent/well paid job opportunities/competition for jobs.
  - Crime/theft/social disorder
  - No access/roads
  - Disease or example of disease
  - Lack of health care/doctors/hospitals
  - Lack of electricity/power
  - Poverty etc.
- [4]**

**(d)** Level 1 (1-3 marks)

Statements including limited detail which describe the attempts which have been made: eg

- provide better hospitals
- create jobs
- provide clean water
- build schools.

Level 2 (4-6 marks)

More developed statements which describe the attempts: eg

- build water pipes to provide clean water to each house
- build cheap, basic houses with amenities such as electricity, water tank
- provide regular refuse collection service
- build new schools to provide education for all children
- improve local medical services through trained nurses, clinics.

Level 3 (7 marks)

Uses named example such as bustees in Kolkata (Calcutta).

Comprehensive and place specific statements which describe different attempts.

Must contain 3 level 2 statements and be place specific.

eg

- local government employs workers to clear up refuse in the squatter settlements alongside the Hoogly river
- city authority has set up a building course at the local college in Rochina to train people to participate in self-help schemes.

No named example = level 2 maximum= 6 marks.

[7]

**TOTAL [19]**

- 5 (a) (i) Difference: (✓d) Decrease in secondary employment proportion in UK,  
Increase in Egypt.  
Similarity: (✓s) Increase in tertiary proportion in both countries  
Decrease in primary proportion in both countries [2]
- (ii) Decrease in primary/secondary employment because:
- mechanisation
  - manufacturing industries closing down
  - foreign competition
  - cheaper imports
  - exhaustion of raw materials/closure of mines
  - EU policies – less employment in farming/fishing
  - Less land available due to urbanisation/housing etc.
- Increase in tertiary employment because:
- services such as medical
  - growth of tourism/entertainment
  - expansion of education
  - growth of services to support industry eg advertising, accountancy, security
  - increase in retailing
  - growth of technology/research and development
  - support for the individual-caring/domestic etc. [6]
- (b) Ideas such as:
- no training needed/people are unskilled/uneducated
  - can set up own or family enterprise
  - demand for services from rich/business people/tourists
  - little investment capital needed for equipment
  - no premises needed
  - only way to earn money/no job to go to/can't get work in the formal sector
  - job that children can do etc. [4]



**(c)** Level 1 (1-3 marks)

Statements including limited detail which describe the impacts of rapid industrialisation

- more jobs for people
- people earn more money
- people work long hours
- people work for low wages
- air pollution
- increase in traffic.

Level 2 (4-6 marks)

More developed statements which describe the impacts: eg

- people can afford to buy goods as standard of living improves
- exploitation of local workforce by foreign companies
- increase in air pollution in cities due to rise in manufacturing industry
- discrimination against women who earn lower wages
- more money invested in local economy to improve education/medical services
- increased traffic congestion in cities as car ownership increases.

Level 3 (7 marks)

Uses named example such as South Korea, Taiwan.

Comprehensive and place specific statements which describe different impacts.

Must contain 3 level 2 statements and be place specific.

eg

- Seven million people have migrated from the countryside where wages were even lower than in new, expanding factories
- Contrast between modern, industrial cities such as Seoul and the countryside which has largely been untouched by industrial change.

No named example = level 2 maximum= 6 marks.

Accept reference to tourism in LEDCs

4 marks max if MEDC example

[7]

**TOTAL [19]**

- 6 (a) (i) North...South East...West Midlands...North West  
1 mark [1]
- (ii) Greater percentage of very large farms in East Anglia  
Greater percentage of small farms in Wales;  
In both areas greater percentage of very large farms than small farms.  
Allow use of comparative figures eg 38-40% very large farms in East Anglia, 18-20% in Wales  
2-4% small farms in East Anglia, 6-8% in Wales.  
Larger difference between small and very large farms in East Anglia [2]
- (iii) Reference to ideas such as:
- pressure on farmland from urban/other land uses
  - variation in cost of land
  - intensity of land use
  - degree of mechanisation
  - availability of land
  - type of ownership
  - type of farming eg arable/pastoral etc.
- 2@1 mark [2]
- (b) (i) Making use of farmland in a variety of different ways/ both agricultural and non-agricultural. [1]
- (ii) Ideas such as:
- availability of Government/EU grants
  - to make more profit/many types of farming are not very profitable/can't make enough money from just farming
  - many rural/upland areas are attractive to tourists
  - increasing popularity of weekend breaks in rural areas
  - to ensure there is some income if yield from crops is poor
  - to insure against loss of animals due to a problem such as foot and mouth
  - increasing popularity of different foods/organic foods
  - to make use of land which cannot be farmed
  - to even out seasonal variation in income/brings money in when there is no produce to sell
  - impact of EU quotas etc. [3]
- (iii) Ideas such as:
- taking land out of production, due to set aside, paid to leave land unused
  - growing more cereals, due to subsidies offered by EU, farming is more profitable
  - reduction in size of dairy herds, due to quotas, to cut over-production
  - planting of woodland, due to availability of grants, to encourage tourism.
  - Take out hedgerows, to make larger fields for new machinery

Other possible ideas:  
Agribusiness  
Machinery  
Fertilisers/pesticides  
GM crops  
Biofuels  
Intensive rearing of animals/free range  
CAP.

[3]

(c) Level 1 (1-3 marks)

Statements including limited detail which attempt to describe and/or explain land use of an LEDC farm/farming area.

eg

- rice farming in India
- small plots of land
- oxen pull ploughs
- surplus sold in local market etc.

Level 2 (4-6 marks)

More developed statements which describe and clearly explain land use of an LEDC farm/farming area.

eg

- plant rice in flooded fields using bunds around the edges
- plots of land usually less than one hectare
- labour intensive farming because cannot afford machines
- grow IR8 rice/use Green Revolution ideas to obtain higher yields etc.

Level 3 (7 marks)

Comprehensive and accurate place specific statements.

Must contain 3 level 2 statement and be place specific.

eg

- growing of rice for subsistence purposes in Ganges Valley in India
- plots of land usually less than one hectare due to population pressure
- wet months allow flooding of land on flat terraces for planting or irrigation on flood plain of Ganges
- dry and sunny months for harvesting
- large families using rice as food source
- surplus sold in local villages or markets in cities like Kolkata (Calcutta) to earn money etc.

No named example=level 2 maximum= 6 marks

4 marks max if MEDC example

[7]

**TOTAL [19 marks]**

- 7 (a) An area of beautiful scenery/natural beauty;  
Where wildlife and cultural heritage are  
conserved/enhanced/preserved/protected;  
to promote opportunities for enjoyment by the  
public/tourism/recreation/employment opportunities. [2]
- (b) (i) Ideas such as:
- east of Buxton
  - 3 km from Buxton
  - north of A6 etc [2]
- (ii) Benefits (✓b) such as:
- limestone is an essential raw material for industry
  - expansion of quarrying will provide work for more people/work will last longer/jobs
  - spin off on local businesses of increased employment/multiplier effect/more income in the area
  - prevents rural de-population.
- Problems (✓p) such as:
- damage to landscape may impact on people employed in tourism
  - more heavy lorries/trains creating noise/danger/fumes
  - more dust/noise from blasting - need source or effect
  - loss of farmland/farmers forced off the land
  - disruption to tracks/paths
  - congestion/accidents on roads
  - house prices falling
  - expansion of villages
  - eyesore/waste tips etc
  - vibrations cause structural damage.
- 3 marks maximum on benefits/problems. [5]
- (iii) Ideas such as:
- filling quarries with rock from elsewhere/reinstating original shape of landscape
  - replanting of vegetation/trees/grass
  - reintroduction of native fauna
  - creation of lakes
  - stocking with fish etc. [3]

**(c)** Level 1 (1-3 marks)

Statements including limited detail which attempt to describe problems caused by tourists

eg

- tourists leave farm gates open
- noise from tourists disturbs local people
- tourists park on verges and block peoples access etc.

Level 2 (4-6 marks)

More developed statements which describe conflicts between tourism and other land uses.

eg

- tourists leave farm gates open and farmers' animals stray onto roads
- tourists hiking across farmland may trample crops and scare livestock
- tourists park on verges and block narrow country roads which make access for farmers with tractors and other machinery difficult etc.

Level 3 (7 marks)

Comprehensive and accurate place specific statements. Must contain 3 level 2 statements and be place specific.

eg Peak District.

- In lowland areas such as the Hope Valley tourists leave farm gates open and farmers' animals stray onto roads
- tourists hiking across farmland may trample crops and scare livestock
- in honeypot regions such as the Castleton area tourists park on verges and block narrow country roads which make access for farmers with tractors and other machinery difficult etc.

No named example=level 2 maximum= 6 marks

[7]

**TOTAL [19 marks]**

- 8 (a)
- Radiation emitted by sun/rays from sun
  - Sun's rays pass through layer of greenhouse gases
  - Earth absorbs radiation/heats up
  - Emits/reflects/bounces back radiation/rays
  - Greenhouse gases absorb outgoing radiation/rays/blanket of gases/earth is insulated/heat is trapped within atmosphere/can't escape
  - Atmosphere heats up/increases world temperatures. [4]
- (b) (i) North America has smaller share of world population but contributes a bigger percentage to global warming  
Population North America: 4% - South Asia: 53-54%  
Global warming North America: 32% - South Asia: 11-12%  
1 mark must be for figures [2]
- (ii) Ideas such as:
- produce more greenhouse gases/carbon dioxide/nitrogen oxide
  - more industrial development
  - higher standard of living/home or domestic use/more electrical goods
  - more car ownership
  - reliance on fossil fuels/power stations etc [3]
- (iii)
- International agreement/meeting on how to tackle global warming/Kyoto
  - Set MEDCs targets to reduce carbon dioxide emissions
  - Energy conservation and efficiency in the home
  - Vehicles with lower carbon dioxide emissions/public transport/cycling/car sharing
  - Reduce deforestation/encourage afforestation
  - Increase use of renewable energy
  - Government campaigns/advertising
  - Recycling/refuse management [3]

**(c)** Level 1 (1-3 marks)

Statements including limited detail which describe why people destroy the rain forest and/or impacts on the local environment eg

- grow cash crops
- subsistence farming
- ranching
- mining
- quarrying
- logging
- road building
- for firewood/building material
- build homes/create villages
- kills animals/loss of habitats
- causes floods
- washes soil away.

Level 2 (4-6 marks)

More developed statements which describe why people destroy the rain forest and/or impacts on the local environment eg

- slash and burn farming to grow crops such as manioc
- settlers encouraged by government to clear land for farming
- logging to extract valuable tree species for export
- animal species threatened with extinction
- less interception leading to more run off and soil erosion
- soil is washed into rivers helping to cause flooding.

Level 3 (7 marks)

Uses named example such as Amazon/Amazonia

Comprehensive and place specific statements which describe why people destroy the rain forest and impacts on the local environment.

Must contain 3 level 2 statements and be place specific. Need reference to both causes and impacts.

Eg

- trans-Amazon Highway built to allow access into forest for removal of natural resources
- people from NE Brazil encouraged by government to move onto a plot of land to escape the drought
- thousands of species in the state of Mata Grosso are threatened with extinction.

No named example = level 2 maximum= 6 marks.

[7]

**TOTAL [19]**



**Assessment of quality of written communication**

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (eg case studies) are likely to be most useful in your assessment.

- 0 Candidate makes little attempt throughout the paper to communicate in written form.
- 1 Candidate is able to communicate in written form, though the message is not always clear.
- 2 Candidate communicates clearly by writing brief, simplistic statements, using everyday language.
- 3 Candidate generally communicates effectively, using specialist terms in some answers.
- 4 Candidate communicates effectively throughout, and uses specialist terms where appropriate.

## 1986/03 Paper 3 (Foundation)

### General advice to Assistant Examiners on the procedures to be used

YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
- 2 An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If the geography is correct and also answers the question then the mark(s) should normally be credited. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by the messaging system within SCORIS, by e-mail or by phone.
- 3 Some questions have a 'Level of Response' mark scheme. Any details about these will be in the rationale.
- 4 If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

#### Award 0 marks

if there is any attempt that earns no credit (including copying out the question)

#### Award NR (No Response)

if there is nothing written at all in the answer space

OR

if there is any comment which does not in any way relate to the question being asked (eg 'can't do', 'don't know')

OR

if there is any sort of mark which is not an attempt at the question (eg a dash, a question mark)

6 Annotations: the following are some of the annotations available on SCORIS.

✓	= correct response
X	= incorrect response
bod	= benefit of the doubt
nbod	= benefit of the doubt <b>not</b> given
^	= information omitted
?	= unclear
{	= open bracket
}	= close bracket
L1	= Level 1 statement
L2	= Level 2 statement
P	= Map evidence
LNK	= two statements are linked

Highlighting is also available to highlight any particular points on the script.

Please use the annotations for the standardization scripts. For the rest of your marking it is not essential to use annotations, however it is useful to use the L1 and L2 annotations for those questions marked using levels of response mark schemes.

7 The Comments box

The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.

You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.

Please do not use the comments box for any other reason.

Any questions or comments you have for your team leader should be communicated by the messaging system within SCORIS, by e-mail or by phone.

8 Please send a brief report on the performance of the candidates as an email attachment to your Team Leader (Supervisor) by the end of the marking period. It would be helpful to receive this as soon as possible. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Question				Gd	Expected Answers	Mks	Rationale
1	(a)	(i)	*		Oakington	1	No other answers are acceptable. Incorrect spelling of Oakington is acceptable, provided it is recognisable.  If candidate writes two names accept the first answer only
1	(a)	(ii)			Completion on Fig 1a	2	For the <b>full 2 marks</b> we are expecting the railway line to be completed reasonably accurately and: - begin at the left hand side of the map roughly half way between grid lines 69 and 70 (allow between one third and two thirds of the way). - the line starts off in an easterly direction, then the angle needs to change to an ESE direction in grid square 3669 (accept anywhere in this grid square). - the line needs to join the end of the railway line at 400680. - the correct symbol needs to be used for the railway line so that it matches the one shown in the key and on the rest of the sketch map. For <b>one mark</b> it is likely that candidates may make one or two mistakes (see list above), however if the attempt appears `reasonable` award a mark. <b>Zero marks</b> should be awarded if the line is grossly incorrect.  Inevitably you will be using professional judgement, however the practice scripts will give guidance on this.
1	(a)	(iii)			3.0 km	1	Any attempt to indicate the answer is acceptable. This is likely to be a circle around

Question				Gd	Expected Answers	Mks	Rationale
							it, underlining or a tick - or candidate may delete the three wrong options instead.
1	(a)	(iv)			Post office/pub(lic house)/church (place of worship)/cemetery	1	<p>For the mark the full word is required so don't accept the symbol or PH or P or cemy,</p> <p>Don't credit the following:            Wr Twr (Water tower)            named farms            level crossing            windmill            triangulation pillar            wks (works)            shop            orchard            railway            road            paths            glass structure            mast            caravan/campsite            telephone box            Church End</p> <p>If candidate writes two services accept the first answer only</p>
1	(b)	(i)			Plot on Fig 1b	1	Candidates need to draw a bar with the majority of the top of the bar touching the 4000

Question				Gd	Expected Answers	Mks	Rationale
							<p>line. If the whole of the top of the bar is clearly above or below the 4000 line = 0.</p> <p>The bar needs to be placed in between the Longstanton and Histon bars but should not touch either of these bars.</p> <p>The bar does not need to be shaded and candidates should not be penalised if the bar is the incorrect width.</p>
1	(b)	(ii)			Girton, Hardwick, Longstanton, Coton  (1 mark for correct order)	1	There are no alternatives and candidates need all four villages in the right order for the one mark.
1	(c)	(i)			7.2%	1	<p>Percentage sign is not required.            The answer is clearly 7.2% however accept anything between 7.19 and 7.21%.            Many candidates are misreading the scale and writing 7.1% which is clearly wrong = 0.</p> <p>Accept a comma as an alternative to a decimal point.</p> <p>Some answers may appear to read as 72.            Obviously 72 is wrong however look carefully for the decimal point which may be adjacent to the dotted answer line.</p>
1	(c)	(ii)			Bar Hill Hardwick	1	Any of the listed answers = 1 mark No alternative answers.

Question				Gd	Expected Answers	Mks	Rationale
					Histon Impington Oakington		If candidate writes two names accept the first answer only.
1	(d)	(i)			South East/SE	1	No alternative answers. Don't accept SSE or ESE However accept a correct bearing if given (between 130 and 140 degrees)
1	(d)	(ii)			<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• to avoid congestion/traffic/queues/reduce congestion</li> <li>• quicker/takes less time</li> <li>• less stressful/more relaxed journey</li> <li>• no need to find a parking place/pay for parking</li> <li>• they may not own a car/might not be able to drive</li> <li>• cheaper (than using a car)/save money for them/affordable prices/avoids congestion charges/high petrol prices/reduce fuel consumption</li> <li>• can drink alcohol/avoid drinking and driving</li> <li>• less damaging to atmosphere/more environmentally friendly/creates less fumes/less atmospheric pollution/less contributions to global warming/reduce their carbon footprint etc</li> <li>• avoids driving along minor road/narrow roads/country lanes</li> <li>• safer/less chance of an accident</li> </ul>	2	<p>Credit either two separate ideas or an idea which has been developed by using two lines of the markscheme: eg `It is likely to be cheaper because they don't have to pay for parking/don't have to use petrol` = 2 marks</p> <p>Alternatively 2 marks may be awarded for a good development on one line of the mark scheme. eg `It is useful for old people as it is cheaper for them as they do not want to pay for buying and maintaining a car` = 2 marks</p> <p>However there must be clear development rather than candidates phrasing the same thing in different ways; eg `Because it might get congested with lots of traffic` = 1 `Because it might be congested as people have to queue at road junctions` = 2</p> <p>Don't credit the following vague responses: More direct `less (car) pollution` needs to be specified to earn a mark</p>

Question				Gd	Expected Answers	Mks	Rationale
							to stop noise pollution easier to use they prefer to use the bus (why?) more convenient to use more frequent efficient it goes through their villages/past their homes
1	(d)	(iii)			<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• noise (from buses)/buses could disturb them</li> <li>• (exhaust) fumes/air pollution/CO2 emissions</li> <li>• possible vibrations from buses</li> <li>• danger (from buses)</li> <li>• to young children who may stray onto the track</li> <li>• loss of access for walking,</li> <li>• loss of habitat/hedgerows/trees/wildlife etc.</li> <li>• house prices may fall</li> </ul>	2	<p>Credit either two separate ideas or an idea which has been developed by using two lines of the markscheme: eg `It could be dangerous for young children playing on the track/who may be run over by a bus` = 2 marks</p> <p>Alternatively 2 marks may be awarded for a good development on one line of the mark scheme. eg `The buses are noisy and they could be disturbed if lots of school children are waiting together at the bus stop` = 2 marks</p> <p>However there must be clear development rather than candidates phrasing the same thing in different ways; eg `It is noisy and they will be disturbed` = 1 `It is noisy and they will be disturbed because their houses are so close to the track/the buses would pass by every few minutes` = 2</p> <p>Don't credit the following vague responses: destroys the scenery/ruins the view too close to houses (so what?) danger to environment</p>



Question				Gd	Expected Answers	Mks	Rationale
							pollution it doesn't look safe

Question		Gd	Expected Answers	Mks	Rationale
1	(e)		<p><b>Level 1 (1-2 marks)</b> Simple statements which attempt to explain location/ why it is a good place for the new town to be built.</p> <ul style="list-style-type: none"> <li>• there are good roads/near A14/M11/B1050/good transport links/good accessibility,</li> <li>• where there is lots of space/open land/countryside/unused land/lots of room,</li> <li>• near Guided Busway/public transport,</li> <li>• near to Cambridge</li> <li>• flat land,</li> <li>• use of barracks/airport etc.</li> <li>• cheap land</li> </ul> <p><b>Level 2 (3-4 marks)</b> More specific/detailed statements which develop an idea.</p> <ul style="list-style-type: none"> <li>• there are good roads to residents can travel elsewhere for work/amenities/near A14 which provides good accessibility,</li> <li>• where there is lots of open land so there is a big enough area to build enough housing and services/for development,</li> <li>• near public transport/Guided busway so people can travel elsewhere for work/amenities,</li> <li>• near to another urban area/Cambridge where they could travel for high order services,</li> <li>• flat land so construction is easy</li> <li>• use of brownfield site</li> <li>• use of barracks/airport so that rural land is not wasted etc.</li> <li>• cheap land as it is away from urban area where land values are high</li> </ul>	5	<p><b>Within Level 1</b> One simple statement = 1 mark Two or more = 2 marks</p> <p><b>Within Level 2</b> One detailed statement = 3 marks Two or more specific/detailed statements = 4 marks</p> <p>NB Candidates do not have to reach top of level 1 to enter level 2.</p> <p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and include at least one piece of map evidence</p> <p>At any level do not credit the following: nothing already there near roads (type? Quality?) people will not object to it byway (open to all traffic) (coniferous) woods near disused railway (so what?) away from noise of main road free land (it is not free of charge)</p> <p>Do not credit potential attractions of living there: eg public house/golf course nearby/walking tracks/nice scenery etc near to Longstanton/or other villages or services such as church, public house etc</p>

Question				Gd	Expected Answers	Mks	Rationale
					<b>Level 3 (5 marks)</b> More specific statements which develop an idea tied with map evidence such as; <ul style="list-style-type: none"> <li>• road numbers</li> <li>• village/town names</li> <li>• land heights</li> <li>• appropriate grid references</li> <li>• appropriate distances</li> <li>• barracks/airfield</li> </ul>		
					<b>Total</b>	<b>19</b>	

Question				Gd	Expected Answers	Mks	Rationale
2	(a)		*		443618	1	Any attempt to indicate the answer is acceptable. This is likely to be a circle around it, underlining or a tick - or candidate may delete the three wrong options instead.
2	(b)	(i)			Marked on Fig 2a. One mark for the `F` One mark for the `H`	2	<p>The possible areas for `housing` are those in the south eastern corner and those in the north western corner, bounded by the lines shown on the sketch map. Whilst all these may not actually be used for housing (eg some is industry) we will credit any area which is built up.</p> <p>For `farming` areas the `F` can be placed in any other area, except in the lake.</p> <p>If a candidate places more than one `H` on the sketch map a mark can still be awarded unless any of the `H`s are wrongly placed.</p> <p>If a candidate places more than one `F` on the sketch map a mark can still be awarded unless any of the `F`s are wrongly placed.</p> <p>If a letter is written so it is partially in housing/farming only credit if the bulk of the letter is in the correct zone. If candidates shade the areas this is acceptable providing a key is included. The shading must of course not go into incorrect areas.</p>

Question			Gd	Expected Answers	Mks	Rationale
2	(b)	(ii)		Features such as: <ul style="list-style-type: none"> <li>• crops/cereals or examples/vegetables/arable</li> <li>• pasture/grazing land/land to keep animals</li> <li>• mixture of land uses/variety of crops/different types of farming</li> <li>• large fields/different field sizes</li> <li>• hedgerows</li> <li>• some land is ploughed</li> <li>• flat land</li> <li>• different shaped fields</li> </ul>	2	Don't credit the following: unqualified references to colours A lot of fields A lot of farmland Large farms small fields close to any named settlement close to housing close to roads animals woodland fields are close together intensive farming set aside
2	(b)	(iii)		M11 Flat Histon	3	Any attempt to indicate the answers is acceptable. This is likely to be a circle around them, underlining or ticks - or candidate may delete the two wrong options instead.
2	(b)	(iv)		2. Fruit needed to be fresh when used in jam making.  3. The large amount of fruit used for making jam was expensive to transport.	2	Any attempt to indicate the two answers is acceptable. This is likely to be circles around them, underlining or ticks - or candidate may delete the three wrong options instead.  If candidates circle 3 statements allow 1 mark if two are correct and one incorrect. If candidates circle 4 or 5 statements give zero.

Question			Gd	Expected Answers	Mks	Rationale
2	(c)	(i)		Inputs: <ul style="list-style-type: none"> <li>• (frozen/canned/pulped) fruit</li> <li>• sugar</li> <li>• jam jars</li> <li>• water</li> <li>• labour</li> <li>• gas</li> <li>• electricity</li> </ul> Processes: <ul style="list-style-type: none"> <li>• mixing ingredients</li> <li>• boiling up fruit mixture</li> <li>• bottling</li> <li>• packing</li> </ul>	2	If candidate writes two inputs/processes accept the first answer only in each case. Do not accept outputs or any inputs or processes which are not listed.
2	(c)	(ii)		Ideas such as: <ul style="list-style-type: none"> <li>• machines/few people/conveyor belts/electronically operated</li> <li>• computer controlled/automated/robots</li> <li>• capital intensive etc</li> </ul>	2	Don't credit the following: Production line Switches  NB The phrase `computerised machinery` = 2

Question		Gd	Expected Answers	Mks	Rationale
2	(d)		<p><b>Level 1 (1-2 marks)</b> Simple statements which attempt to explain why the location is still good.</p> <ul style="list-style-type: none"> <li>• where there is lots of space,</li> <li>• near motorway/ A14/main road/easy to transport,</li> <li>• near a workforce/skilled workers/town/city;</li> <li>• easy to get to ports,</li> <li>• easy to get raw materials,</li> <li>• markets nearby .</li> <li>• expense of relocation</li> </ul> <p><b>Level 2 (3-4 marks)</b> More specific statements which develop an idea.</p> <ul style="list-style-type: none"> <li>• where there is lots of space for expansion/for storage of raw materials,</li> <li>• near motorway/main road/A14 to transport raw materials,</li> <li>• near a large town for workforce</li> <li>• near a large town for markets;</li> <li>• easy to get to ports to import raw materials;</li> <li>• workers may be skilled in the industry as it has been there a long time.</li> <li>• expense of relocation as moving large machinery will be expensive</li> <li>• geographical/industrial inertia</li> </ul> <p><b>Level 3 (5 marks)</b> More specific statements which develop an idea tied with map evidence such as;</p> <ul style="list-style-type: none"> <li>• road numbers or junction numbers</li> <li>• village/town/port/country names/distances</li> <li>• heights of land</li> <li>• appropriate grid references</li> </ul>	5	<p><b>Within Level 1</b> One simple statement = 1 mark Two or more = 2 marks</p> <p><b>Within Level 2</b> One detailed statement = 3 marks Two or more specific/detailed statements = 4 marks</p> <p>NB Candidates do not have to reach top of level 1 to enter level 2.</p> <p><b>Level 3</b> Candidate needs to have reached top of level 2 (ie made 2 detailed statements) and include at least one piece of evidence from Fig 2c or the OS extract</p> <p>At any level do not credit the following: Fruit produced locally It is on flat land Imported produce is better quality</p>
			<b>Total</b>	<b>19</b>	

**The Awarding of Marks for the Quality of Written Communication**

Marks are to be awarded for the quality of written communication according to the following criteria:

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (eg case studies) are likely to be most useful in your assessment.

- 0** Candidate makes little attempt throughout the paper to communicate in written form and/or the message is not always clear.
- 1** Candidate communicates clearly by using everyday language.
- 2** Candidate generally communicates effectively, using specialist terms.



## 1986/04 Paper 4 (Higher)

### General advice to Assistant Examiners on the procedures to be used

YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
- 2 An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If the Geography is correct and also answers the question then the mark(s) should normally be credited. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within SCORIS or e-mail.
- 3 Some questions may have a 'Level of Response' mark scheme. Any details about these will be in the rationale.
- 4 If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

#### Award 0 marks

- if there is any attempt that earns no credit (including copying out the question or some crossed out working)

#### Award NR (No Response)

- if there is nothing written at all in the answer space  
OR
  - if there is any comment which does not in any way relate to the question being asked (e.g. 'can't do', 'don't know')  
OR
- if there is any sort of mark which is not an attempt at the question (e.g. a dash, a question mark)

6 Annotations: the following annotations are available on SCORIS.

✓	= correct response
✗	= incorrect response
bod	= benefit of the doubt
nbod	= benefit of the doubt <b>not</b> given
^	= information omitted
?	= unclear
{	= open bracket
}	= close bracket
LNK	= two statements are linked
L1	= level 1
L2	= level 2
P	= place specific/Map Evidence
REL	= irrelevant/relevance

Highlighting is also available to highlight any particular points on the script.

7 The Comments box

The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.

You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.

Please do not use the comments box for any other reason.

Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.

8 Please send a brief report on the performance of the candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Question			Gd	Expected Answer	Mrk	Rationale
1	(a)	(i)		Cottenham	[1]	
		(ii)		0.75 – 1.25	[1]	No units required Accept $\frac{3}{4}$ - 1 $\frac{1}{4}$
✓		(iii)		<p><b>Height:</b> Dry Drayton is higher or Cottenham is lower If figures are used only accept values between:- Dry Drayton 21 – 42m Cottenham 5 – 13m Must have metres</p> <p><b>Slope:</b> Dry Drayton is steeper or Cottenham is flatter/more gentle <b>NOT:</b> Hill</p> <p><b>Similarity:</b> both have public house, church, both will only have low order services.</p> <p><b>Difference:</b> Cottenham has post office, college, cemetery, more churches, more services in Cottenham Dry Drayton has telephone <b>NOT:</b> Shops</p>	[4]	<p><b>Height:</b> Looking for comparative statement or accept figures showing the difference.</p> <p><b>Slope:</b> Looking for comparative statement</p> <p><b>Similarity:</b> accept wording from the key only accept the services mentioned</p> <p><b>Difference:</b> accept wording from the key only accept the services listed</p> <p><b>Only one mark per heading (4x1)</b></p>
	(b)	(i)		Plot bar at Oakington to value of -3.1	[1]	Must be between but not touching -3 and -3.2 Width of bar is irrelevant
✓		(ii)		Swavesey increase, Hardwick decrease		Both figures needed and both need to be

Question				Gd	Expected Answer	Mrk	Rationale
					<p>or greater change in Swavesey = 1 mark</p> <p>Use of figures from graph = 1 mark ie Swavesey up 3.8%, Hardwick down 0.5%</p>	[2]	<p>correct. No other figures accepted</p>
✓	(c)				<ul style="list-style-type: none"> <li>• Less air/noise pollution</li> <li>• Jobs created (no need to specify job type)</li> <li>• Avoid congestion / less traffic on roads</li> <li>• Quicker journey/efficiently</li> <li>• Less stressful /more relaxing</li> <li>• Less accidents / safer</li> <li>• Accessibility <u>between</u> named villages/settlements</li> <li>• Accessibility <u>to</u> named feature or settlement (eg park and ride, nature reserve / to Cambridge/town centre/CBD)</li> <li>• Redevelopment of railway line /makes area more attractive</li> <li>• Providing a service for those without their own transport</li> <li>• Easier to get TO something or FOR something</li> </ul> <p>NOT:</p> <ul style="list-style-type: none"> <li>• Encouraging people to use public transport</li> <li>• Cheaper /saving money</li> <li>• Easier-on its own</li> <li>• Less buses on road</li> <li>• Railway Station</li> <li>• The word TOWN by itself</li> </ul>	[4]	<p><b>NO other ideas to be credited</b></p> <p><b>No distinction between people who live in the area and other road users.</b></p> <p><b>Point marking for 4 <u>different</u> ideas</b></p> <p><b>Type of pollution must be specified</b></p> <p><b>MAX 2 for Accessibility</b></p>
L1 L2 P	(d)				<p><b>NOT:</b></p> <p>Attractive/local facilities/views/golf course Reference to Byway Reference to Flooding Reference to Railway</p>		<p><b>Level 1</b> <b>1 level 1 statement = 1 mark</b> <b>2 level 1 statements= 2 marks</b> <b>Level 2</b> <b>1 level 2 statement = 3 marks</b></p>

Question	Gd	Expected Answer	Mrk	Rationale
		<p><b>Level 1 (1-2 marks)</b>  <b>Simple statements</b> which attempt to explain location why it is a good place for the new town to be built.  eg  ROAD: there are roads nearby / A14  OPEN SPACE: where there is lots of space/ land available/rural  FLAT: flat land  TOWN: near a town / Cambridge  <b>NOT:</b> Small settlements/villages</p> <p><b>Level 2 (3-4 marks)</b>  <b>More specific statements</b> which develop a level 1 idea.  eg</p> <ul style="list-style-type: none"> <li>• there are good roads <u>so</u> residents can travel elsewhere for work/amenities</li> <li>• where there is lots of open land <u>so</u> there is a big enough area to build enough housing and services</li> <li>• land available <u>for</u> (re) development / No need to clear land – less disruption</li> <li>• flat land <u>so</u> its cheaper/easier to build on</li> <li>• near to another urban area <u>where</u> they could travel for high order services / jobs/ leisure</li> </ul>	[6]	<p>2 level 2 statements = 4 marks  Level 3  2 level 2 statements + 1 P* = 5 marks  2 level 2 statement + 2 P = 6 marks</p> <p>* P = map evidence – this could be a grid reference or a named feature or measurement</p> <p>Level 2 can be accessed from ONE level 1  No level three without TWO level 2 statements</p> <p>Need level 2 to get to level 3. For example.  Near A14 = L1  Near a road = L1  near a road to make it easier to get to jobs = L2  near the A14 road to make it easier to get to jobs = L3</p>

Question	Gd	Expected Answer	Mrk	Rationale
		<p><b>Level 3 (5 – 6 marks)</b>  <b>More specific statements which develop an idea tied with <u>map evidence</u>.</b>            eg</p> <ul style="list-style-type: none"> <li>• there are roads/nearby motorway such as the <u>A14/M11</u> so residents can travel elsewhere for work/amenities</li> <li>• land available, there is a big enough area to build enough housing and services where the <u>airfield and barracks</u> are.</li> <li>• It is only <u>5km</u> from the Science Park where there are jobs</li> <li>• near to <u>Cambridge</u> area where there will be plenty of employment/high order services</li> </ul>	[6]	<p><b>P has to be related to correct Level 2</b></p> <p><b>Useful Tip:</b>  <b>Level 1: What's going on?</b>  <b>Level 2: Why is it relevant?</b>  <b>P: Map Evidence</b></p> <p><b>Find Level 1's first then look for links/reasons why</b></p>
<b>Total [19 marks]</b>				

Question			Gd	Expected Answer	Mrk	Rationale
2	(a)	(i)		444 618	[1]	Tolerance of 1 in positions 3 and 6 Eg allow: 443, 444, 445 And 617, 618, 619 Must be <u>six</u> reference
✓		(ii)		Arable/crops/name of crop Pasture/grass Anything to do with size and shape of fields Mention of hedges/hedgerows/lack of hedges/hedgerows Glass/greenhouses/poly tunnels Flat  <b>NOT:</b> Fertile Surrounding buildings/settlement Woodland/Trees	[2]	<b>NO other ideas to be credited</b>  <b>Point mark 2 @ 1 mark</b>
	(b)	(i)		Y – disused railway/railway/track multiple or single Z – lake	[2]	<b>NO other answers to be credited</b> <b>Take first answer in a list</b>
✓		(ii)		Distance and/or Direction from named features West or South West or South of Histon 1km from Histon N of A14 1.5km from Girton. 1km SW of Church <u>in</u> Histon  Alongside/Next to/by <b>railway/disused railway</b>  <b>NOT:</b> Flat Room to expand Motorway/main road	[4]	<b>Please refer to map when marking this question</b>  <b>Close to/Near to/Nearby/On outskirts of named settlement or feature eg NOT motorway, but M11 allowed = 1 mark Max</b>  <b>3 Max if ONLY use Distance</b> <b>3 Max if ONLY use Direction</b>
✓		(iii)		Needs to focus on 1873 <b>LOCAL:</b>		<b>1 Mark only for any one Key Idea -</b>

Question				Gd	Expected Answer	Mrk	Rationale
					Raw material/Fruit grown locally  <b>TRANSPORT:</b> Saves money on transport costs Lack of available transport in 1873  <b>PERISHABILITY:</b> Needed fresh fruit/perishable Soft fruit damaged on long journeys Large amount of fruit needed  <b>NOT:</b> Easy to transport Reference to Food Miles Get more supplies if run out Reference to Skilled Workers	[2]	<b>LOCAL            TRANSPORT            PERISHABILITY</b>  <b>To MAX 2</b>
	(c)				<b>MACHINES:</b> Lots of large machines/conveyor belts/ Shrink Wrap/ few people/automated  <b>COMPUTERS:</b> Computer controlled	[2]	<b>1 Mark only for any one Key Idea -            MACHINES            COMPUTERS</b>  <b>To MAX 2</b>



Question		Gd	Expected Answer	Mrk	Rationale
L1 L2 P	(d)		<p><b>Level 1 (1-2 marks)</b>  <b>Simple statements</b> which attempt to explain why the location is still good.</p> <p>INERTIA:  Factory already there/ No need to move/ stays where it is/ continues to produce here</p> <p>RAW MATERIALS:  Easy to get raw materials:  Strawberries from Poland/Import fruit/Fruit from abroad /Imports from Spain or other comments from text boxes in Fig 2b</p> <p>MARKETS  Markets nearby  Easy access to markets</p> <p>WORK FORCE:  Near a workforce/Local workforce</p> <p><b>Level 2 (3 – 4 marks)</b>  <b>More specific statements</b> which develop a level 1 idea</p> <p>INERTIA:  <i>Factory continues to be there as very expensive to build new factory / due to reputation/success/ has room to expand/ have to find a new workforce</i>  No need to move as transport network developed in area</p> <p>RAW MATERIALS:  <i>Easy to get raw materials, along/transported/carried along surrounding road/through port/from Coast</i>  <b>NOT</b> just named city, needs to recognise movement through</p>		<p><b>Level 1</b>  1 level 1 statement = 1 mark  2 level 1 statements = 2 marks</p> <p><b>Level 2</b>  1 level 2 statement = 3 marks  2 level 2 statements = 4 marks</p> <p><b>Level 3</b>  2 level 2 statements + 1 P* = 5 marks  2 level 2 statement + 2 P = 6 marks</p> <p><b>P = map evidence – cannot be taken from <u>text boxes</u> on Fig 2b</b>  <b>Map evidence can be taken from the OS map or Fig 2b such as ports/roads/motorways/scale</b>  <b>NOT Direction</b></p> <p><b>Level 2 can be accessed from ONE level 1</b>  <b>No level three without TWO level 2 statements</b></p> <p><b>Can have 2 x Level 1 statements from same Key Idea</b>  <b>Development points (L2) have to be developed from different Key Ideas – <u>Inertia/Raw Materials/Markets/Workforce</u></b></p>



**The Awarding of Marks for the Quality of Written Communication**

Marks are to be awarded for the quality of written communication according to the following criteria:

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (eg case studies) are likely to be most useful in your assessment.

- 0** Candidate makes little attempt throughout the paper to communicate in written form and/or the message is not always clear.
- 1** Candidate communicates clearly by using everyday language.
- 2** Candidate generally communicates effectively, using specialist terms.

# Grade Thresholds

General Certificate of Secondary Education  
Geography A (Specification Code 1986)  
June 2008 Examination Series

## Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01	80	n/a	n/a	52	45	38	31	24
02	80	54	46	38	27	n/a	n/a	n/a
03	40	n/a	n/a	30	27	24	21	18
04	40	30	26	22	18	n/a	n/a	n/a
05	100	79	67	55	43	32	21	10

## Specification Options

### Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	126	109	92	76	60
Percentage in Grade		n/a	n/a	n/a	24.9	28.3	22.8	13.7	7.0
Cumulative Percentage in Grade		n/a	n/a	n/a	24.9	53.2	76.0	89.7	96.7

The total entry for the examination was 6 189.

### Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	143	123	103	78	65	n/a	n/a
Percentage in Grade		15.2	27.6	29.8	18.9	7.6	0.6	n/a	n/a
Cumulative Percentage in Grade		15.2	42.8	72.6	91.5	99.1	99.7	n/a	n/a

The total entry for the examination was 14 330.

### Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	10.8	19.8	21.2	20.7	13.5	7.0	3.9	2.0
Cumulative Percentage in Grade	10.8	30.6	51.8	72.5	86.0	93.0	96.9	98.9

The total entry for the examination was 20 525.

Statistics are correct at the time of publication.



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