

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education
GEOGRAPHY A

1986

MARK SCHEME
Specimen Paper 2003

This mark scheme consists of 23 printed pages and 1 cover sheet.

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- 1 (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]
- (c) (i) On Fig 1 [1]
- (ii) Meander [1]
- (iii) Level 3 (3 marks)
A full explanation by labelled diagrams which 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)
One aspect of the formation shown. [3]
- (d) 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) Tertiary [1]
- (b) (i) Completion on graph. [1]
- (ii) Improved air transport; increased car ownership; shorter working hours; higher levels of disposable income; longer paid holidays; more advertising of holiday destinations; relative fall in cost of holidays etc. 3 @ 1. [3]
- (c) (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]
- (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]
- (iii) **Local communities:** small percentage of tourist income stays in local area; employment is seasonal; foreign labour brought in to fill better paid jobs; local landowners bought out for development; water shortage due to priority given to tourists; commercialisation leads to destruction of local culture; traditional/religious shrines become tourist attractions; social problems – prostitution, crime, drugs; pollution – noise/air/visual/litter etc.
 Natural environment: 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; sewage onto beaches/into sea; threats to wildlife; water shortage due to priority given to tourists etc.
- Answers may refer to local communities and/or natural environment.
- Answer need not refer to a coastal environment, eg Kenya or Egypt.
- Level 2 (3 – 4 marks)
 Reference to both local communities and the natural environment.
- Level 1 (1 – 2 marks)
 General reference to either local communities or the natural environment. [4]
- (d) Accept any kind or scale of tourist area. E.g. 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. [4]
- (e) Protection of the natural environment/ecosystem; preventing pollution destroying the area; ensure the future of tourism by conserving the attractions. [2]

[Total : 19]

- 4 (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.) [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]

Foundation Paper 1

Question	Skills	Knowledge	Understanding	Application
1	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
2	a(i) 2 c 1	a(ii) 2 b(i) 2 b(ii) 1 d 4	a(iii) 3 b(ii) 2	c 2
3	b(i) 1 c(i) 2	a 1 c(iii) 4 d 4	b(ii) 3 c(ii) 2	e 2
4	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	12	36	20	8

Quality of Written Communication

Up to 4 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. [4 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. [2–3 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]

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Paper 2

- 1 (a) (i) Hydraulic; pressure caused by force of waves; trap and compress air in holes in cliff. Corrosion; waves hurl beach material against cliff. Undercutting/waves attach base of cliff; results in slumping/collapse of unconsolidated material. Corrosion/solution; attrition; process continues/removes material etc.

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]

- (ii) House positioned right on edge of cliff; garden has disappeared; collapsed cliff debris/landslip; grass half way down the cliff face; collapsed rail/pipe; indented coastline; cracks in side of cliff etc. 3 @ 1. [3]

- (b) Protection methods such as:
sea wall built at foot of cliff; gabions/mesh baskets; revetments/concrete barriers; rip raps; all prevent sea from hitting cliff; boulder-filled trench; wooden piles; breakwaters built out at sea; steel rods; netting over cliff; drains in cliff; beach feeding etc.
All break up force of waves/absorb energy; stop sea getting to cliffs; strengthen cliff; stop collapse etc.
3 descriptions, 3 explanations. [6]

- (c) Eg spit/bar/tombola/beach

Description:

area of sand/shingle; extends out into the sea; grows across an inlet/river estuary; may be recurved etc.

Explanation:

Sand/shingle moved along coast by longshore drift; swash and backwash; comes to change in direction of coastline; sea is sheltered and shallow; sand/shingle deposited in sheltered water; salt marsh created behind spit; builds up above level of sea; change in wind direction etc.

Level 3 (5 – 6 marks)

Clear diagram and detailed description and reference to explanations other than longshore drift.

Level 2 (3 – 4 marks)

Simple diagram and description of landform and explanation with reference to longshore drift.

Level 1 (1 – 2 marks)

Simple diagram and description of landform or explanation with reference to longshore drift. [6]

[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) Corrasion/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. [4]

[Total : 19]

3 (a) (i) Coastal/continental margins; mainly in N. hemisphere; mainly outside Tropics; scattered/widespread; exceptions to general rule. [3]

(ii) Low population density due to 'hostile' environments.

Eg desert: too dry/no rivers; difficult to grow crops/keep animals; infertile/no soil; diurnal temperature range; isolation/poor communications; no natural resources etc.

Eg mountains: too cold; inaccessible/no roads; steep slopes; little soil/infertile; too wet/snow; difficult to use farm machinery; landslide/avalanche/slope instability; little oxygen/breathing difficulties etc.

Also credit reference to **cold climate** and **hot/wet climate** areas.

4 max. on one natural environment.

Need not consider all 4 environments but can do.

Single point marking, credit development. [6]

(b) Reference to ideas such as:

climate; relief; transport; economic factors; historical factors.

Eg London:

capital city; central administration; tourist industry; public transport network; Underground; port industries; early bridging point of Thames; flood plain; government investment; magnet for migrants etc.

1 mark for named area, if appropriate. Accept towns/cities/areas (eg West Midlands) counties (eg Middlesex).

Level 2 (3 – 4 marks)

Specific statements about named area.

Level 1 (1 – 2 marks)

General statements. [4]

(c) Reasons related to high birth rate and falling/low death rate.

High birth rate: children as economic workforce in rural areas; care for elderly dependants; high infant mortality rate; money earner in city; religious constraints on birth control; lack of birth control through cost; unavailability of birth control; traditional view that large family increases social importance: absence of family planning; little family planning education; no government control of family planning; male domination of family etc.

Falling/low death rate: improvements in medical care; more doctors/hospitals; cleaner/more reliable water supply; improved sanitation; healthier diet; improved economy therefore government more able to cope with natural disaster; later marrying age; improved status of women etc.

Credit reference to **migration across frontiers**.

Level 3 (5 – 6 marks)

Relationship between the two rates or reference to migration.

Level 2 (3 – 4 marks)

Reference to factors affecting both high birth rate and falling death rate.

Level 1 (1 – 2 marks)

Reference to factors affecting either high birth rate or falling death rate. [6]

[Total :19]

- 4 (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. [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 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]

- 5 (a) (i) Generally inverse relationship/as GDP increases number of people per doctor decreases; not perfect relationship/two exceptions – Indonesia & Portugal. [2]

- (ii) Relationship between quality of life indicators & economic development; as country develops economically this leads to higher service levels.

Medical: more spending on doctors/hospitals; more drugs/medicines available; higher income encourages private medical services; funding for development of new medical technologies etc.

Literacy: more spending on books/teacher training; availability of schools/colleges/number of years of schooling; strength of teaching force etc.

Level 3 (5 – 6 marks)

Specific reference to both medical and literacy factors with contrasts in economic development highlighted.

Level 2 (3 – 4 marks)

Specific reference to medical or literacy factors eg more medicines, increase in number of years of available schooling.

Level 1 (1 – 2 marks)

General reference to money providing more facilities. [6]

- (iii) Higher standard of living leads to increased demand for electrical products; private and public transport increases – eg more car ownership; more aeroplane routes; greater industrialisation needs energy etc. 3 @ 1. [3]

- (b) (i) Primary: exports decrease / > 70% to 5%
Secondary: exports increase / < 30% to 95%
1 mark reserved for use of one pair of percentage figures/difference between percentage figures. [2]

- (ii) **Explanation of rapid economic growth:**

Can make & sell goods more cheaply than MEDC producers; large workforce/low wages; high demand for consumer products; increased reputation for high quality; don't require large quantities of raw materials/fuel; can begin to produce with little capital investment; investment by trans-national/foreign companies; strong government dedicated to growth/government support; non-unionised labour force; focus on exports; less stringent pollution laws etc.

Results of economic growth:

Higher wages for a few employees; most people work long hours; increased traffic/industrial pollution; attraction of jobs encourages rural to urban migration; increased urbanisation; improvements in health care/education; industrial training; more job opportunities; multiplier effect on service employment etc.

1 mark, not reserved, for named country, except Taiwan.

Reserve 2 marks for explanation and results.

Single point marking, credit development. [6]

[Total : 19]

- 6 (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. e.g. 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. [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 : 19]

- 7 (a) Removal of overburden; excavation of coal etc. [2]
- (b) (i) 0.25 sq km [1]
- (ii) **Benefits:** specified jobs; variety/well paid/permanent/secure/local; cheaper coal for employees.
 Knock-on benefits – standard of living will rise; more trade for local shops; eventual landscaping; farmers sell land for profit; improvement to local roads.
Problems: basic ideas – dust/smoke/noise/danger/visual/traffic; development of effects – makes washing/windows dirty; covers farmers' crops; loss of farmland; danger for children playing in quarry; damages roads; shakes house foundations; congestion; effect on house prices; anger at loss of habitats etc.
- Level 3 (5 – 6 marks)
 Reference to secondary benefits and problems such as increase in local trade or effect on house prices.
- Level 2 (3 – 4 marks)
 Basic consideration of both benefits and problems.
- Level 1 (1 – 2 marks)
 Basic consideration of either benefits or problems. [6]
- (c) (i) Rise in world/earth atmospheric temperatures. [1]
- (ii) Emission of carbon dioxide/nitrous oxide; increased carbon dioxide level in atmosphere; helps to trap heat/insulates the earth; prevents heat from escaping from atmosphere; heat reflected back to earth increasing atmospheric temperature etc.
- Level 3 (3 marks)
 Link made to atmospheric temperature.
- Level 2 (2 marks)
 Reference to insulation.
- Level 1 (1 mark)
 Reference to a named gas. [3]
- (iii) Rise in global temperatures up to 0.5 degrees C. each decade/accelerating; predicted rise in sea level; between 0.25 & 1.5 m. each decade/accelerating; ice caps & glaciers will melt; further rise in sea level; large areas of lowlands will be in danger of flooding; eg Bangladesh could lose 15% of land area; low-lying islands in Indian & Pacific oceans will be submerged; increase in storms & hurricanes in tropical areas; decrease in rain in cereal growing areas; increasing rainfall unreliability & spread of desertification; more pests and vermin due to milder winters; change in farming practises; eg exotic fruits grown in southern England; more droughts; loss of habitats; migration of threatened species etc.
 1 mark reserve for named eg. [6]

[Total : 19]

- 8 (a) Looking for annual pattern:
Temperatures: constantly high all year; between 26 – 28 all year/range of temperature only 2.
Rainfall: each month over 150 mm/wet all year; variation of 100 mm 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) 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. [5]
- (d) Ideas such as:
 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. [6]

[Total : 19]

Higher Paper 2

Question	Skills	Knowledge	Understanding	Application
1	a(ii) 3	a(i) 4 b 3 c 2	b 3 c 2	c 2
2	a 3	b 4 d(i) 3 d(ii) 2	c 5	d(ii) 2
3	a(i) 3	a(ii) 2 b 4 c 3	a(ii) 2 c 3	a(ii) 2
4	b(i) 3	b(ii) 3 c 6	a(i) 4 a(ii) 1	a(ii) 2
5	a(i) 2 b(i) 1	a(ii) 3 b(ii) 6	a(ii) 1 a(iii) 3 b(i) 1	a(ii) 2
6	a(i) 3	b 4 c(i) 5	b 2 c(ii) 3	a(ii) 2
7	a 2 b(i) 1	c(i) 1 c(ii) 2 c(iii) 6	b(ii) 4 c(ii) 1	b(ii) 2
8	a 3	b 5 d 4	c 5	d 2
Total(4Q)	12	36	20	8

Quality of Written Communication

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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. [4 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. [2–3 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]

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Paper 3

- 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 point.
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)** On graph [1]
- (ii)** Level 2 (2 marks)
More important than nationally illustrating by reference to figures (25% compared with 18% or 7% higher).
- Level 1 (1 mark)
Simply quotes figures without interpretation or makes comparison without illustration. [2]
- (b) (i)** 2 @ 1 for observations
- Eg large buildings; low level; chimneys; modern; long buildings; close together; gently sloping roofs; could refer to building materials etc. [2]
- (ii)** Site: Flat; lowland/c.40 m above sea level; room to expand/large site; rural site etc.
- Other land uses: school; playing fields; housing museum; woodland; town hall; church; park; parking; storage; college; footpath. [3]
- (c)** Inputs: Sand, limestone and salt (all needed) (1)
Process: Glass cut (into lengths) (1) [2]
- (d)** Level 3 (3 marks)
Refers to interaction of proximity of raw materials/or examples along with at least one of the following factors, (flat land for industrial development; communications/ rail/road; workforce locally available; close to port for export of products; market available in nearby cities). Illustrating by reference to Fig 2c.
- Level 2 (2 marks)
Refers to proximity of at least three raw materials with specific evidence from Fig 2c (eg location, distance, transport links).
- Level 1 (1 mark)
Brief reference to one or more raw materials without using specific map evidence or reference to factors such as market, flat land, workforce, port etc. [3]
- (e) (i)** Sulphur dioxide [1]
- (ii)** 8 [1]
- (iii)** Level 3 (3 marks)
Reduced emissions of both gases particularly sulphur dioxide/especially 75-85/ exception 85-95 for sulphur dioxide using accurate figures to illustrate (within tolerance of 0.2).
- Level 2 (2 marks)
Refers to the general reduction of emissions along with other specifics as above without using figures accurately.
- Level 1 (1 mark)
Simple statement about reduction of emissions or use of figures without any interpretation. [3]

[Total : 18]

Foundation Paper 3

Question	Skills	Knowledge	Understanding	Application
1	a(i)	1		
	a(ii)	1		
	a(iii)	1		
	b(i)	1		
	b(ii)	2		
	c(i)	1		c(ii) 1
	d(i)	2		
	d(ii)	1		
	d(iii)	1		
	d(v)	1		d(iv) 2
e(i)	1		e(ii) 3	
2	a(i)	1		
	a(ii)	2		
	b(i)	2		
	b(ii)	3		
	c	2		d 3
	e(i)	1		
	e(ii)	1		
	e(iii)	2		e(iii) 1
Total	27	0	3	7

Quality of Written Communication

Up to 2 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. [2 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. [1 mark]

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. [0 mark]

1986/4

Paper 4

- 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)
Imprecise reference to settlements and/or roads (ie near/between). [3]
- (b) (i) C2,A7
- (ii) Level 2 (2 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 1 (1 marks)
References to general rural/urban contrast (ie more urban to north) along with examples (eg St Helens, Liverpool). [2]
- (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) Billinge 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]

(iii) 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) 4 @ 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 3 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.)

Other land uses-close to CBD there are schools; works/factories; rugby ground; library; there is more open space near the edge. (max 2 on other land uses). [4]

[Total : 20]

- 2 (a) (i) Graph completion [1]
- (ii) St. Helens: Larger percentage manufacturing/construction/shops
Smaller percentage primary/finance/tertiary [1]
- (b) (i) South west [1]
- (ii) 515969/516969 [1]
- (iii) Site: Flat/gently sloping; lowlands/ c.40 m above sea level; valley floor.
- Situation: south of A580; north of St Helens CBD; west of A571; next to school – accept distances (max 2 on roads/settlements).
- (max 3 on site/situation). [3]
- (c) Level 3 (5 – 6 marks)
Refers to interaction of proximity of raw materials. or examples along with at least one of the following factors, (flat land for industrial development; communications/rail/road; workforce locally available; close to port for export of products; market available in nearby cities), illustrating by reference to Fig 2c.
- Level 2 (3 – 4 marks)
Refers to proximity of at least three raw materials with specific evidence from Fig 2c (eg location, distance, transport links).
- Level 1 (1 – 2 marks)
Brief reference to one or more raw materials without using specific map evidence or reference to factors such as market, flat land, workforce, port etc. [6]
- (d) (i) Graph accurately completed [1]
- (ii) Level 3 (4 marks)
Reduced emissions of both gases particularly sulphur dioxide/especially 75-85/ exception 85-95 for sulphur dioxide using accurate figures to illustrate (within tolerance of 0.2).
- Level 2 (2 – 3 marks)
Refers to the general reduction of emissions along with other specifics as above without using figures accurately.
- Level 1 (1 mark)
Simple statement about reduction of emissions or use of figures without any interpretation. [4]

[Total :18]

Higher Paper 4

Question	Skills	Knowledge	Understanding	Application
1	a(i) 1 a(ii) 3 b(i) 1 b(ii) 2 c(i) 1 d(i) 1 d(ii) 3 e 4			c(ii) 2 d(iii) 2
2	a(i) 1 a(ii) 1 b(i) 1 b(ii) 1 b(iii) 3 d(i) 1 d(ii) 4		c 3	c 3
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