

Geography A

General Certificate of Secondary Education **1986-02**

Paper 2 Higher Tier

Mark Scheme for June 2010

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- 1 (a) (i) Use Fig 1 to name: [2]
 1 two plates which meet at a convergent boundary
 2 two plates which meet at a divergent boundary.

eg: 1 Eurasian & Pacific, Pacific & North American, Nazca & South American etc
 2 Pacific & Nazca, Nazca & Antarctic etc

2 x 1 mark

- (ii) Japan is shaded black and labelled on Fig 1. [4]
 Use Fig 1 to help explain why Japan is affected by many earthquakes.

- plates moving toward/converge/convergent/destructive plate boundary
- oceanic crust is heavier/denser
- oceanic crust is forced down/plate is subducted
- creates pressure/friction/tension
- convection currents
- pressure released along fault/jolt/jerk
- shock wave produced

No credit for plate names

4 x 1 mark

- (b) Explain why the number of deaths caused by earthquakes of similar magnitude on the Richter scale varies between countries. [6]

Ideas such as:

- variation in population density/building density/rural or urban
- level of development of area/LEDC or MEDC/rich or poor
- depth of focus
- time of earthquake
- some countries are more prepared/evacuation drills/safety precautions/education etc to 2 marks max. (✓p)
- in some countries buildings are stronger/quality/rubber shock absorbers/building shape etc to 2 marks max. (✓b)
- emergency services availability/level of training/infrastructure – hospitals or doctors etc to 2 marks max. (✓e)
- long term effects – diseases/hypothermia/lack of food supply/lack of shelter/unable to put fires out/availability of aid etc. to 2 marks max. (✓l)
- liquefaction/geology
- landslides
- tsunami effects on low-lying areas
- danger of aftershocks

Not 'higher population', mapping, warning systems, prediction
 6 x 1 mark

- (c) **Name an area you have studied where an earthquake has taken place.** [7]
Describe its impacts on people and the local economy.

Level 1 (1–3 marks)

Statements including limited detail which describe the impacts of an earthquake on people **or** the local economy eg:

- people killed
- houses/factories destroyed
- roads destroyed/damaged
- fires
- injuries
- bridges collapse
- lost business.

Level 2 (4–6 marks)

More developed statements which describe the impacts of an earthquake on people **or** the local economy eg:

- number of people killed
- electricity cables snapped
- cost of damage
- tourist industry ruined
- lost profits.

Annotate L2P and L2E

Level 3 (7 marks)

Uses named example such as San Francisco (not place specific by itself)

Comprehensive and accurate place specific statements which must describe the impact on **both** people **and** the local economy.

Must contain 3 level 2 statements one of which must be place specific eg:

- many homes were destroyed in the Marina district because they were built on reclaimed land
- part of the Bay Bridge collapsed which stopped people getting to work and forced businesses to close.

Not re-building/future preparations

No named example = level 2 (6 marks) maximum

TOTAL [19 marks]

- 2 (a) **Look at Photograph A in the Resource Booklet. Explain how the natural features shown in the yellow box in Photograph A have been formed.** [4]

Ideas such as:

- waves/sea/water hit cliff/headland/weakness in rock
- erosion by hydraulic action/abrasion/corrosion or description
- caves form/enlarges weakness/enlarges crack
- erosion of backwalls produces arch/caves join to form arch/cave enlarged to form arch
- collapse of arch forms stack/ blowhole
- stack worn down to form stump/waves attack base of stack/ sub-aerial weathering

4 x 1 mark

- (b) **Look at Photographs B and C in the Resource Booklet. Briefly describe the methods of coastal management being used.** [2]

Photo B: groyne/barrier/fence to trap sand/pebbles or
groyne/barrier/fence to stop/reduce longshore drift
Photo C: rip rap/rock armour/large pile of boulders/barrier to
absorb wave energy or
rip rap/rock armour/large pile of boulders/barrier to
protect road/land

2 x 1 mark

- (c) **What are arguments for and against coastal management?** [6]

For (✓f):

- protect buildings/homes/so people do not have to move
- protect property values
- preserve farmland/land continues to provide revenue/protect farming jobs
- protect road/footpath/pipeline
- safeguard tourism in the area/preserve caravan park/protect tourist jobs
- stop cliff recession/erosion of coastline
- creates jobs in building defences
- preserves habitats
- build up/preservation of beaches
- reduces hazard to people (falling off cliff or debris from cliff falling on them)
- to prevent coastal flooding/rising sea level etc.

Against (✓a):

- cost of protection measures/councils have other spending priorities
- environmental impact of protection schemes/habitat lost
- eyesore/unattractive
- possible knock-on effects further along coast/starves beach of sediment

- disruption to local area/tourism during building work
- should not prevent work of nature
- limited lifespan/effectiveness of scheme/defences get eroded
- high maintenance costs
- defences make access to beach difficult etc.

2 marks reserve for 'for' and 'against'

- (d) **Describe one natural feature formed by coastal deposition. Explain how it was formed. You must include a labelled diagram(s).** [7]

Level 1 (1–3 marks)

Statements including limited detail which describe a coastal depositional features **or** explain how it was formed eg:

- sand spit described or shown by sketch map/diagram
- the materials are deposited by the waves
- narrow strip of sand
- the sand is moved from further along the beach etc.

Level 2 (4–6 marks)

More developed statements which describe depositional feature **or** explain its formation eg:

- sand spit described or shown by labelled sketch map/diagram (2 features labelled such as salt marsh, hooked end, change in direction of coast)
- sand is moved along the beach by longshore drift/diagram
- narrow strip of sand across an inlet joined to coast one end
- deposition occurs where water is sheltered/change in direction of coast
- deposition of finer material to landward side of spit/formation
- end of spit curved inwards by power of waves/currents etc.

Annotate L2D and L2E

Level 3 (7 marks)

Comprehensive and accurate process specific statements which must **both** describe the feature **and** explain its formation eg:

Must contain three L2 statements

- plentiful supply of material due to effects of hydraulic action on soft boulder clays
- deposition occurs where water is sheltered/change in direction of coast because of the river estuary
- deposition of finer material to landward side of spit/formation of salt marsh
- recurved spit due to power of waves/currents etc .

No labelled diagram = level 2 (6 marks) maximum

Accept sequence of features such as beach, spit, bar, tombolo.

Erosional features = 0 mark

TOTAL [19 marks]

- 3 (a) **Study Fig 3a.**
- (i) **How did the rate of growth of the population of the USA and China differ between 1950 and 2000?** [1]

China's rate of growth was higher/faster or
 Allow figures such as China: 550-600 to 1250-1300 million
 USA: 130-150 to 275-325 million
 Check figures are accurate

- (ii) **Identify one difference in the pattern of population growth which is predicted in India and China between 2010 and 2050.** [1]

China's growth levels off but India keeps on increasing or
 China population begins to decrease but India keeps on increasing

- (iii) **Suggest reasons for the high natural population growth rates in LEDCs, such as India, between 1950 and 2010.** [5]

Ideas such as:

- high birth rate and falling death rate
- lack of availability of contraception/birth control
- lack of education about contraception/birth control or lack of family planning
- unable to afford contraception/birth control
- may want children to work on the land
- want children to send out to earn money
- want children to look after parents in old age
- unlikely to be affected by government policy to reduce family size
- likely to have large families due to tradition/culture/polygamy/late marriage
- females uneducated/lack of career
- high birth rate to compensate for high infant mortality rate
- improved medical care
- immunisation/vaccines
- improved food supply
- clean water
- more foreign aid
- better sanitation

5 x 1 mark

- (b) **Study Fig 3b.**
- Suggest the problems which may be caused by this population decline in Russia.** [5]

Ideas such as:

- more old people need looking after
- increase in demand for hospitals/medical care
- demand for more residential homes
- leisure/entertainment aimed at older generation
- later retirement age
- demand for specific services such as meals on wheels
- burden on economy leads to increased taxes/insufficient tax

- revenues
- pensions shortfall
- power of grey vote/influences government policy
- reduction in birth rate
- smaller economically active workforce/not enough workers
- unable to exploit resources/underuse of resources
- need to attract migrants
- decline of economy/slow economic growth
- difficult to attract foreign investment
- decreasing domestic market/lack of exports
- small armed forces/defence problem
- increased levels of dissatisfaction leads to out-migration etc.

5 x 1 mark

- (c) **For a named country you have studied, describe the policies which have been used by the government to influence rates of natural population growth.** [7]

Level 1 (1–3 marks)

Statements including limited detail which describe the attempts to influence population growth eg:

- one child policy
- more family planning
- more birth control
- educate women
- improve health care etc.

Level 2 (4–6 marks)

More developed statements which describe the attempts to 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
- loss of benefits for subsequent children etc.

Level 3 (7 marks)

Uses named example such as India or China (not place specific by itself)

Comprehensive and place specific statements which describe different attempts to influence rates of natural population growth.

Must contain 3 level 2 statements and be place specific eg:

- one child policy was forced onto the Chinese people when it was introduced in 1979
- constant advertisements on T.V. and in the Press about the benefits of having only one child
- 'granny police' who advised authorities if a second child was born etc.

No named example = level 2 (6 marks) maximum.

TOTAL [19 marks]

- 4 (a) Study Map D in the Resource Booklet, along with Photographs E and F.

- (i) Describe two differences between the residential areas shown in Photographs E and F. [2]

| E | F |
|--------------------|--------------------------------|
| older | newer |
| terraced | apartments/flats/semi-detached |
| chimneys | no chimneys |
| slate roof | tile roof |
| on-street parking | parking areas |
| paved front garden | more greenery |

Not: difference in size

2 x 1 mark

- (ii) Explain why housing such as that shown in Photograph E is found in many inner city areas in the UK. [4]

Ideas such as:

- close to industrial areas/CBD/where they work
- early housing built by factory owners
- workers had no transport to work/walk to work
- high density for lots of workers
- historical development of city/grew outwards
- expensive land
- cheap/affordable housing for workers etc.

4 x 1 mark

- (iii) Use evidence from Map D and Photograph F to explain the advantages and disadvantages of living in inner city areas such as this. [6]

Advantages such as: (✓a)

- within walking distance of shops/CBD
- employment close by/or in CBD
- near amenities such as sports centre/university
- off road parking
- close to canal/river/trees/grass
- near to main road/public transport routes
- affordable/modern housing etc.

Disadvantages such as: (✓d)

- congested roads/narrow roads
- high crime rates/anti-social behaviour/graffiti
- noise from traffic/factories
- lack of open space/play area/gardens
- air pollution from traffic
- visual pollution from derelict buildings
- lack of privacy/noisy neighbours/overcrowding
- no garage

- racial tension etc.

MAX 4 on each of advantages/disadvantages

Credit map evidence (**named** place/**named** feature/distance/grid square) as advantages or disadvantages

Reserve 1 mark maximum for map evidence (✓me)

6 x 1 mark

- (b) **For a named town or city in an MEDC, describe what is being done to manage traffic and improve the movement of people and goods.** [7]

Level 1 (1–3 marks)

Statements including limited detail describing attempts at traffic management eg:

- new roads/by-pass
- better public transport/bus lanes/bendy buses
- pedestrianisation etc.

Level 2 (4–6 marks)

More developed statements which describe attempts at traffic management eg:

- new outer ring road built to take traffic away from CBD
- introduction of trams and more regular services so that commuters rely less on cars
- pedestrianisation of streets so less danger from traffic.
- park and ride scheme so shoppers leave their cars on the edge of the city

Level 3 (7 marks)

Uses named example e.g. Sheffield - name of city is place specific
Comprehensive and accurate place specific statements eg:

- introduction of Supertram network
- integrated with bus and train services
- pedestrianisation of streets such as the Moor and Fargate in CBD.

No named example = level 2 max

TOTAL [19 marks]

- 5 (a) Look at Photograph G and H in the Resource Booklet.
 (i) Briefly describe two differences between the farms shown in the photographs. [2]

| G | H |
|------------------|-------------------|
| people | machinery |
| rice | wheat |
| flat | undulating |
| labour intensive | capital intensive |
| planting | harvesting |
| intensive | extensive |

Differences may be expressed as comparison e.g.

More people in G

G is flatter

Not: subsistence/commercial

2 x 1 mark

- (ii) The farm shown in Photograph G is a subsistence farm. [2]
 The farm shown in Photograph H is a commercial farm.
 How are these two farming systems different?

Subsistence: Produce for own consumption/consumed by farmer/family

Commercial: Products are sold/for profit

- (b) Study Diagram I in the Resource Booklet.
 (i) Explain why the farming landscape has changed between 1960 and 2010. [4]

Examples such as:

- Bigger machines can be used in fields because hedgerows/trees/woodland have been removed
- More buildings for storing crops because more crops are produced
- Larger fields so that machines can work efficiently
- Set-side schemes encouraged by CAP regulations
- Streams are straightened to make straight field boundaries
- Footpaths are removed so more crops can be grown
- Pond has been drained to produce more land for crops
- Grass has been replaced by crops which are more profitable
- Less variety of crops are grown because specialisation on fewer crops is more profitable
- Crops such as oil seed rape are grown because they have EU subsidies
- Hedges are replaced by fencing to provide more land for crops etc

No credit just for describing change, but change must come from diagram.

Credit explanation for each change. Only credit each explanation once.

4 x 1 mark

- (ii) **Many farmers have recently introduced farm diversification and developed new business activities on their land. Describe two examples of diversification and explain why farmers have made these changes.** [4]

Examples such as: (✓d)

- farm shop
- pick your own produce
- farm tours/zoo
- leisure/activities/paintballing/quad biking/golf course/golf driving range
- farmhouse teas
- B & B
- camp & caravan site
- holiday cottages
- specialist farms e.g. ostriches, bees, llama' wild boar

Reasons such as: (✓r)

- government/EU grants/CAP/quotas/set-aside
- more profitable/make more money
- farm in area attractive to tourists
- more people go on short breaks/increase in tourism
- safeguard income if farming is doing badly
- profitable use of unused/surplus land
- using empty farm buildings

Don't credit same reason twice. Cannot credit reason if no description.

2d+ 2r marks

- (c) **For a named area in an LEDC, describe a farming system and explain why it is taking place in the area.** [7]

Level 1 (1–3 marks)

Statements including limited detail which describe the farming system or explain why it is taking place, eg:

- planting/weeding/harvesting done by hand
- small plots of land
- large population to feed
- hot/wet climate suits rice growing.

Level 2 (4–6 marks)

More developed statements which describe the farming system or explain why it is taking place eg:

- rice is grown as a subsistence crop
- farms are very small, usually less than 1 ha
- planting is done in wet months/monsoon season
- harvesting done in dry, sunny months
- subsistence farmers may also grow some crops for profit

Level 3 (7 marks)

Uses named example such as Ganges Valley – accept as place specific

Comprehensive and place specific statements which describe the farming system or explain why it is taking place.

Must contain 3 level 2 statements, one of which must be place specific eg:

- rice is grown in plots of land which are flooded in the wet season
- terraces are dug on hillsides or irrigation systems are used on the flood plain
- any surplus is sold in local villages or markets in Kolkata.

No named example = level 2 (6 marks) maximum

MEDC example = level 2 (4 marks) maximum

Farming system may be commercial or subsistence

TOTAL [19 marks]

- 6 (a) **Study Fig 6a.**
- (i) **Describe the change in electricity generation from coal between 1990 and 2006. Support your answer with figures from the graphs.** [2]
- Coal has reduced/gone down – 1 mark
 From 67% (65-69) to 38% (37-39) or by 29% (27-31)/just under 70 to just under 40 – 1 mark
 Don't need %
- (ii) **Suggest two advantages of using gas rather than coal for electricity generation.** [2]
- efficient source of heat production
 - less air pollution/cleaner/greener
 - easy to transport
 - accessible gas reserves
 - cheaper to import gas
 - subsidies for gas generation/'dash for gas'
 - needs less storage space
- Not: cheaper to extract/cheaper gas power stations/easier to get to/produces more energy
- 2 x 1 mark
- (b) **Explain why is it difficult to develop wind power as a source of electricity in the UK.** [3]
- Ideas such as:
- cost of developing technology to produce sustainable supplies in large quantities
 - present schemes are all small scale/supply local demand only/requires too many turbines to meet national demand
 - economic/political influence of main energy producers
 - high capital costs/expense to set up/expense to maintain
 - sites are isolated/lack of suitable sites/cannot build in National Parks
 - opposition to wind farms from environmental lobby/NIMBY/farmers
 - physical constraints eg wind is not constant/reliable, ice on blades in cold winters
- Not: insufficient wind
- 3 x 1 mark
- (c) **Study Fig 6b. Suggest why nuclear power is likely to become more important in the future.** [5]
- Ideas such as:
- clean energy/pressure to reduce global warming/no air pollution/greenhouse gases
 - cheap production costs/cheap to run
 - fossil fuel reserves are dwindling

- arguments against wind/tidal/HEP
- increased oil/gas prices
- nuclear power is now perceived as 'safe'
- large amounts of energy from little fuel source/efficient
- reliable/less affected by foreign influence/self-sufficiency
- small amount of waste
- increased demand for electricity/energy gap
- sustainable/large reserves
- government in favour of nuclear
- instant response to demand

Not: renewable/jobs/doesn't harm the environment
5 x 1 mark

- (d) **Name an area in the UK or another MEDC where one type of energy production has either increased or declined. Describe how this change affected the local community and economy.** [7]

Level 1 (1–3 marks)

Statements including limited detail which describe the effects of change in production on the local community and economy eg:

- jobs lost/created
- shops make more/less profit
- noise
- dust pollution
- eyesore
- effect on house prices.

Level 2 (4–6 marks)

More developed statements which describe the effects on the local community and economy eg:

- jobs lost not only in the open-cast mine but also in local transport firms
- local residents are united in their opposition to the eyesore of the wind turbines
- local roads have been widened to allow lorries to take out coal
- new jobs in tourism replaced old mining jobs

Level 3 (7 marks)

Uses named example such as Nottinghamshire – acceptable as place specific

Comprehensive and place specific statements which describe the effects of change in production on the local community and economy.

Must contain 3 level 2 statements, one of which must be place specific eg:

- the mine closed in 1993. One year later half of the miners were still unemployed
- new jobs were mainly low skilled and low paid in contrast the well-paid mining jobs
- the community suffered as relationships were put under pressure and children in school did not see local job prospects.

No named example = level 2 (6 marks) maximum

Secondary industry = level 2 (4 marks maximum)

TOTAL [19 marks]

- 7 (a) **Study Fig 7.**
- (i) **Put the following areas in order of the percentage of visitors to Dartmoor National Park. Rank from highest to lowest.** [1]
- South West
Midlands
North West
Wales
- (ii) **Suggest three reasons for the variation in number of visitors to Dartmoor National Park.** [3]
- more visitors come from major cities/urban regions
 - more come from local regions/less come from distant regions
 - motorways accessibility will increase numbers from different regions
 - fewer visitors from regions where there are other National Parks/attractions which may be nearer
 - Seasons/weather
- 3 x 1 mark
- (b) **Tourism is an important industry in National Parks. Places which large numbers of tourists visit are known as 'honeypots'.**
- (i) **Suggest what benefits the tourist industry may bring to people who live in a honeypot area.** [4]
- Benefits such as:
- local people gain improved rural services/doctor/post office/bus service/utilities (gas, electricity)/broadband access/new roads
 - more money into local economy
 - example of financial benefit – e.g. more customers for local shop/more guests in B+B
 - job opportunities - must be qualified e.g. type/seasonal/more
 - revival of traditional crafts
 - diversification on local farms/campsite/parking
 - rising house prices – if selling.
 - leisure facilities available to locals
- 4 x 1 mark
- (ii) **Identify one conflict involving tourists found in a honeypot area. Explain how the conflict could be managed.** [4]
- Conflicts such as: (✓c)
- locals priced out of housing market
 - local culture is lost/diluted
 - air/noise pollution from
 - road congestion
 - overcrowding
 - litter
 - gates left open
 - blocked driveway

- paths worn across field

Credit up to 2 marks for 1 conflict – if developed

e.g. gates left open (✓c) so cows get out of field (✓c)

rise in house prices (✓c) so locals cannot afford to buy them (✓c)

Management ideas must link to identified conflict, such as: (✓m)

- restrict house purchases to local people; build or adapt properties for first-time buyers
- promote local culture; festivals; make customs part of tourist attraction; control new building developments so they must fit in
- parking restrictions in village; overflow parking away from village
- traffic restrictions and seasonal access; increase access by public transport
- educate tourists to respect natural environment; warning notices; more bins or no bins
- paths; signposts; conservation areas.

If conflict is not stated but implied, credit management to 3 marks max.

If conflicts are listed only credit one of them.

- (c) **Mining and quarrying are other important industries. For a named area describe how mining or quarrying affects the local natural environment and how the effects can be reduced.**

[7]

Level 1 (1–3 marks)

Statements including limited detail which describe how mining/quarrying affects the local natural environment **or** how its effects can be reduced eg:

- destroys habitats
- removal of topsoil
- noise of blasting
- dust in atmosphere
- filling quarry with rock from elsewhere
- restoring topsoil/original shape of land
- afforestation/grassing
- creation of lakes
- introducing fish to lakes etc.

Level 2 (4–6 marks)

More developed statements which describe how mining/quarrying affects the local natural environment **or** how its effects can be reduced. eg:

- removal of vegetation cover and soil destroys habitats
- re-planting vegetation and making area into a conservation zone
- Water sprays are used to reduce the spread of dust etc.
- Annotate L2D & L2R

Level 3 (7 marks)

Uses named example such as limestone quarry in Peak District – acceptable as place specific

Comprehensive and accurate place specific statements which **both** describe how mining/quarrying affects the local natural environment **and** how its effects can be reduced.

Must contain 3 Level 2 statements, one of which must be place specific eg:

- limestone moved by lorry along narrow roads in Peak District ruin verges and contributes to air and noise pollution
- some of the limestone is now moved by train to reduce the impact of lorries.

Credit oil drilling but not oil transportation

No named example = level 2 (6 max)

TOTAL [19 marks]

- 8 (a) **Study Fig 8.**
- (i) **What is the total percentage of gases causing acid rain which are produced by power stations?** [1]
- 60(%)
- (ii) **Put the following sources of acid rain gases into rank order. Rank from highest to lowest.** [1]
- Power stations
Road transport
Industry
- (iii) **Explain how acid rain forms.** [3]
- Ideas such as:
- named gas - sulphur dioxide/nitrogen oxide
 - source - vehicle exhausts/power station/ fossil fuels
 - reaction - gases react with oxygen/water in atmosphere
 - lowers pH/results in sulphuric/nitric acid
- 3 x 1 mark
- (b) (i) **Describe effects of acid rain on the natural environment.** [4]
- Effects such as:
- acidification/lowers pH of lakes/rivers/streams/soil
 - poisons/kills insects/fish/aquatic life
 - food chains impacted (eg mayfly poisoned therefore less food for frogs)
 - negative impact on biodiversity
 - deformation/mutation of fish
 - needles/leaves of trees turn brown/fall off
 - nutrients washed out of soil
 - build up of toxins eg aluminium damage tree roots
 - dissolves/weathers limestone
- Not: trees damaged/effect on buildings/statues
- 4 x 1 mark
- (ii) **International cooperation is needed to solve the problem of acid rain. Explain why this is difficult to achieve.** [3]
- Ideas such as:
- pollution does not respect international boundaries/main polluters are not the countries suffering the effects
 - some countries contribute more to acidity than others
 - difficulties of monitoring emissions from countries/difficult to police
 - MEDCs are reluctant to invest in clean technology
 - LEDCs need industrialisation to promote development
 - LEDCs don't have money to invest in new technology/have other priorities
 - difficult to get countries to agree on action/implement protocol
- 3 x 1 mark

- (c) Another major environmental problem is global warming. [7]
Explain the causes of global warming. You should refer to
named areas which you have studied.

Level 1 (1–3 marks)

Statements including limited detail explaining the causes of global warming eg:

- deforestation
- burning fossil fuels
- power stations
- sun's rays cannot escape because of gases etc.

Level 2 (4–6 marks)

More developed statements which explain the causes of global warming eg:

- deforestation means that trees which would have used carbon dioxide are not there
- burning fossil fuels gives out carbon dioxide into atmosphere
- power stations which burn coal/oil give out greenhouse gases
- incoming energy from sun penetrates the layer of gases
- build up of gases produces a blanket and prevents re-radiation from earth.

Level 3 (7 marks)

Uses named example such as Amazonia – acceptable as place specific

Comprehensive and accurate place specific statements which describe the causes eg:

- deforestation in Amazonia means that trees which would have used carbon dioxide are not there
- industries burning coal in India/China give out gases which contain carbon dioxide into atmosphere.

Reference to one named area is sufficient for level 3.

No named area = level 2 (6 marks) maximum

Not volcanic ash

TOTAL [19 marks]

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.

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