

**GCSE**

**Geography B**

Unit **B563/01**: Key Geographical Themes (Foundation Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Used with colour highlighter to show incorrect content for given named case study example
	Use <b>DEV</b> within a case study answer to show creditable detail/development
	Use <b>DEV</b> within a three/four mark answer to show valid detail/development of a basic idea
	Example / reference
	Use <b>J</b> within a case study answer if only one basic valid idea for Level 1
	Annotate end of answer with <b>L1</b> for overall level.
	Annotate end of answer with <b>L2</b> for overall level.
	Annotate end of answer with <b>L3</b> for overall level.
	Not used
	Use <b>PLC</b> to indicate place specific detail for Level 3
	Correct point
	Omission mark
	Not used
	Not used

Question			Answer	Mark	Guidance
1	a	i	Peveril Point	[1]	
		ii	2.5 km	[1]	
		iii	Sand (accept dunes)	[1]	No mark for 'sand & clay' (shown in Fig.1 )
	b		Features of a cliff could include: steep/vertical profile cliff can be high can be solid rock/clay/bands of rocks can have cracks, joints, bedding planes can have caves, wave cut notch, arches	[2]	2 x 1  No marks for ideas about cliff erosion  No mark for stack or stump
	c	i	Chalk = headland Clay = bay	[2]	2 x 1 1 mark for each correct match
		ii	Areas of chalk have different coastal landforms to areas of clay because: chalk = harder/ Clay = softer ✓ more difficult to erode chalk/less difficult to erode clay/ chalk landforms have more permanence /clay landforms have less permanence ✓ cliff slumping (for clay)✓ chalk can be dissolved by sea water✓ chalk has cracks which are eroded to create landforms ✓	[2]	2 x 1  1 mark for each valid idea  avoid double credit for same idea e.g. chalk hard, clay soft  comparison is implicit with words like 'harder' or 'softer'
	d	i	Stack	[1]	
		ii	1 mark reserved for idea of stack being the result of erosion  1 mark reserved for arch collapse to create a stack  Additional mark for other relevant landforms linked to stages such as cracks and caves or references to erosion processes such as abrasion, hydraulic action	[3]	1+1+1  Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation  No credit for stack eroded to become a stump
	e	i	Waterfall	[1]	

Question	Answer	Mark	Guidance
	<p>ii</p> <p>1 mark reserved for where erosion takes place/undercutting</p> <p>additional marks for detail about erosion processes such as abrasion, hydraulic action, collapse of overhang/ledge, retreat of waterfall upstream to create a gorge, reference to differential erosion</p>	<b>[3]</b>	<p>1 + 2 x 1</p> <p>Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation</p> <p>No credit for description of a waterfall No credit for mention of word 'erosion' unless linked to explanation</p>
f	<p>Landforms such as:</p> <p>meander ✓ = bend in a river (dev)</p> <p>v-shaped valley ✓ = steep sloping sides in v shape (dev)</p> <p>gorge ✓ = steep sided valley behind a waterfall (dev)</p> <p>spurs ✓ = valley sides which interlock in a valley (dev)</p> <p>floodplain ✓ = flat area next to river that is liable to flood (dev)</p> <p>river cliffs ✓ = steep sided river bank (dev)</p> <p>point bar ✓/slip off slope ✓ = deposition or gentle slope on the inside bend of a meander (dev)</p> <p>ox bow lake ✓ = U shaped body of water next to river (dev)</p> <p>mouth ✓ = wide part of the river where it meets the sea (or lake) (dev)</p> <p>estuary ✓ = tidal part of river mouth (dev)</p> <p>mudflats ✓ = wetlands that form when mud is deposited by tides (dev)</p> <p>delta ✓ = where river breaks into distributaries/flat area at mouth of river (dev)</p> <p>plunge pool ✓ = pool formed at the base of a waterfall (dev)</p> <p>levees ✓ = raised banks on the side of the river (dev)</p> <p>confluence ✓ = where two or more rivers meet (dev)</p> <p>valley ✓ = a depression that is longer than it is wide (dev)</p>	<b>[4]</b>	<p>2 x 2</p> <p>1 mark for valid river landform 2nd mark for correct description (use dev)</p> <p>Two valid river landforms described needed for full marks</p>

Question	Answer	Mark	Guidance
g	<p><b>Case Study: a place where a river flood has affected people</b></p> <p><b>Indicative content:</b>  <i>Named place can be a river, river valley, drainage basin, settlement, region, only accept Bangladesh/Mozambique as a valid country.</i></p> <p><i>Effects could include: deaths, homelessness, damage to property, destruction of infrastructure, economic destruction, distress</i></p> <p><i>Causes could include reference to precipitation, drainage basin factors such as relief, network, soil, rock type and/or human factors such as floodplain development, canalisation, failure of/lack of flood protection methods.</i></p> <p><i>Place specific detail could include additional named places affected by flooding, named river/tributaries, credible effects data, credible causes detail such precipitation data, catchment size, rock types</i></p> <p><i>No credit for specific references to coastal flooding such as a tropical storm surge</i></p> <p><b>Level 3 (7-9 marks)</b>            Demonstrates good knowledge and understanding of the effects of river flooding for a specific place and causes of the flood.</p> <p><b>Level 2 (4-6 marks)</b>            Demonstrates sound knowledge and understanding of a river flooding example. With valid detail for either the effects of flooding or the causes of the flood.</p>	[9]	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level            Use <b>J</b> within answer if only one basic valid idea for Level 1            Use <b>DEV</b> within answer to show creditable detail/development            Use <b>PLC</b> to indicate place specific details at Level 3</p> <p><b>Level 3</b>            Top of level will have detail about the effects of river flooding and detail about a cause or range of causes of the flood, with place specific details. (such as credible data or named places linked to the example given)</p> <p>Detailed response lacking any place specific details = bottom of L3</p> <p><b>Level 2</b>            Top of level will have a description of an effect of river flooding and a valid cause of the flood. Will have additional detail for either the effects of flooding or an explanation of the cause, or additional causes.</p> <p>Bottom of level will have a basic description of an effect of river flooding and a basic cause of flood idea or ...            Detail about effects of flooding with no valid causes ideas or ...            ...            Detail about causes with no valid effects ideas  <b>Valid named example needed</b></p>

Question			Answer	Mark	Guidance
			<p><b>Level 1 (1-3 marks)</b> Demonstrates limited knowledge and understanding of river flooding with a basic idea about either an effect of river flooding or a cause of the flood.</p> <p><b>0 marks</b> No evidence submitted or the response does not address the question.</p>		<p><b>Level 1</b> Top of level will have a valid named place with a basic idea about an effect of river flooding or a basic cause of flood idea</p> <p>Bottom of level will have <b>one</b> basic valid idea only; place where river flooded <b>or</b> a river flood effect <b>or</b> a cause of river flooding</p>
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid	<b>SPaG</b> <b>[3]</b>	
<b>2</b>	<b>a</b>	<b>i</b>	South to north	<b>[1]</b>	1x1
		<b>ii</b>	Mogadishu	<b>[1]</b>	1x1
		<b>iii</b>	1 mark for one correct country (Spain, France, Italy, Malta)	<b>[1]</b>	1x1
	<b>b</b>		<p>Ideas could include push factors such as poverty, lack of opportunity, war, famine, in African origin country</p> <p><b>and/or</b> pull factors associated with Europe such as better jobs, access to health/education services</p> <p>credit for may already have family/friends living in Europe</p> <p>1 mark for 'better life' or similar as a basic pull factor or reverse for a basic push factor such as 'poor life'</p>	<b>[4]</b>	<p>4 x 1 for basic ideas or up to 3 marks for a detailed explanation of one reason or 3 x 1 + 1 or 2 x 2</p> <p>at least 2 valid ideas needed for full marks</p> <p>use (dev) to indicate a developed idea</p> <p>avoid double credit for same idea</p> <p>e.g. no jobs in Africa, more jobs in Europe</p>
	<b>c</b>		Advantages could include cheap labour, willing to do jobs that indigenous population reject, contribution to economy via taxes, consumer spending in local businesses, skilled labour, cultural enrichment of host community e.g. food, music (dev)	<b>[4]</b>	<p>2 x 2 or 1 x 3 + 1</p> <p>Two valid ideas needed for full marks</p> <p>1 mark for idea, 2<sup>nd</sup> mark for detail/development (use dev)</p> <p>Maximum of 3 marks for one developed advantage idea</p> <p>Maximum of 2 marks for list of advantages</p>

Question		Answer	Mark	Guidance
	<b>d</b>	<p>Ideas to explain high birth rates could include: limited access to family planning, high infant mortality, children as workers, children to look after elderly parents</p> <p>Ideas to explain falling death rates could include: improved health care, better living conditions, improved diet</p>	<b>[4]</b>	<p>2 x1+2 x1 or 2 x 2 or 1 x 3 + 1</p> <p>Valid ideas for birth and death rates needed for full marks (ideas do not have to be linked)</p> <p>Maximum of 3 marks for one developed explanation (dev)</p>
	<b>e</b>	<p>1<sup>st</sup> mark for high population/too many people (or similar)</p> <p>2<sup>nd</sup> mark for too high for a country/place or reference to population pressure on resources credit for reference to a resource e.g. food supply, farmland</p>	<b>[2]</b>	<p>2 x 1</p> <p>2<sup>nd</sup> mark only available if 1<sup>st</sup> mark gained</p> <p>No credit for causes or effects of overpopulation</p>
	<b>f</b>	<p>Possible consequences of overpopulation could include: Pressure on resources such as food, water, land Impact on natural environment such as deforestation, soil erosion, water/air pollution Pressure on human resources such as schools, health care, housing, sanitation Impact on quality of life, such as unemployment, traffic congestion, overcrowding, growth of shanty towns</p> <p>Credit for basic idea of increase in death rate (or similar)</p> <p>Credit for triggers migration, increased crime rate, conflict/war</p>	<b>[4]</b>	<p>4 x 1 for basic ideas or up to 3 marks for a detailed explanation of one reason 3 x 1</p> <p>At least two ideas needed for full marks</p>
	<b>g</b>	<b>Case Study: an example of change in an urban area</b>	<b>[9]</b>	Case study will be marked using three levels



Question	Answer	Mark	Guidance
	<p><b>Indicative content</b>  <i>Named urban area can be a whole town or city or part of an urban area, such city centre, named residential area, retail park, industrial estate.</i>  <i>Change can focus on retail, residential, transport, industry, leisure or a change from one land use to another</i>  <i>References to sustainability could include:</i>  <i>Economic such as long term jobs, businesses for the future</i>  <i>Environmental such as landscaping of derelict land, public transport to reduce emissions</i>  <i>Social such as opportunities for leisure, healthier living</i>  <i>Place specific detail could include named streets/areas within urban area or named shops/services/businesses or credible change data such as costs of development, jobs created, houses built, number of shops.</i></p> <p><i>Credit for valid ongoing change but not for speculation about proposed or future change.</i></p> <p><b>Level 3 (7-9 marks)</b>            Demonstrates good knowledge of an example of urban change with a detailed description of the change(s) and ideas about the sustainability of the change(s).</p> <p><b>Level 2 (4-6 marks)</b>            Demonstrates sound knowledge and understanding of an example of urban change. With valid detail for either the change(s) or sustainability of the change(s).</p> <p><b>Level 1 (1-3 marks)</b>            Demonstrates limited knowledge and understanding of an</p>		<p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level            Use <b>J</b> within answer if only one basic valid idea for Level 1            Use <b>DEV</b> within answer to show creditable detail/development            Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b>            Top of level will have a detailed description of the change(s) for a valid urban area and a clear ideas about the sustainability of the change(s), with place specific detail (such as named places, data linked to change)</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b>            Top of level will have a basic description of the change and a valid idea about sustainability. Will have additional detail about the change(s) or about the sustainability of the change(s).</p> <p>Bottom of level will have a basic description of the change and a basic idea about sustainability or ...            Detail about the change(s) with no valid sustainability ideas  <b>Valid named example needed.</b></p> <p><b>Level 1</b>            Top of level will have a valid named urban area with a basic</p>

Question		Answer	Mark	Guidance
		example of urban change with a basic idea about a change.		idea about a change. Bottom of level will have <b>one</b> basic valid idea only; a valid named urban area <b>or</b> an urban change idea <b>or</b> an urban change sustainability idea
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid	<b>SPaG</b> <b>[3]</b>	
<b>3</b>	<b>a</b>	1 mark for each valid idea such as: sugar beet is grown here (or similar) lots of sugar beet (7 tonnes) needed to make sugar(1 tonne) reduced/lower transport costs	<b>[2]</b>	2 x 1  data not required
	<b>b</b>	<b>i</b> Secondary	<b>[1]</b>	
		<b>ii</b> 1 mark for a valid feature visible in Fig.6 such as large factory buildings; storage buildings; chimneys; smoke/steam; lorry park; large car parks covers large area of land; main roads/road network ponds/reservoir	<b>[1]</b>	No credit for roads, lorries/trucks
		<b>iii</b> A143 <b>or</b> A134	<b>[1]</b>	
	<b>c</b>	Valid reasons could include: Land is flat ✓ easy to build (dev) transport routes, roads ✓ for inputs and outputs (dev) (accept rail link) edge of settlement ✓ so supply of workers/somewhere for workers to live (dev) space to build factory(dev) cheaper land to keep costs low (dev) near river ✓ for water supply for processing/cooling (dev) north east edge ✓ so pollution carried by prevailing winds (dev) nearby farms ✓ could supply sugar beet (dev)	<b>[4]</b>	2 x 2 or 1 x 3 + 1  1 mark for a valid reason for location 2 <sup>nd</sup> mark if explained/developed/OS map evidence (dev)  Maximum of 3 marks for one developed explanation  Two valid reasons needed for full marks

Question		Answer	Mark	Guidance
		in sugar beet growing area ✓ reduced transport costs (dev) (from Fig. 6 not Fig. 7 or 8)		
	<b>d</b>	mining/farming/fishing/forestry ✓ manufacturing industries/factories ✓ tourism ✓ transport ✓ credit for other tertiary activities such as shopping, recreation, sport, offices, services  damage to physical environment could include: pollution of air (dev), water (dev), soil (dev), damage to natural landscape/vegetation (dev) negative impact on landscapes/eyesores (dev), ecosystems/habitats (dev), wildlife (dev)  credit local scale ideas and damage linked to global climate change (dev)	<b>[4]</b>	1 x 4 1 <sup>st</sup> mark for a valid example of an economic activity (a named example is not needed)  3 further marks for valid ideas about damage to physical environment (use dev)  Ideas must be coherently linked to example given  no credit for environmental damage ideas without a valid economic activity  no credit for ideas linked to people's quality of life  no credit for pollution unless specified
	<b>e</b>	<b>i</b> Increased	<b>[1]</b>	
		<b>ii</b> Increased income per person leading to increased life expectancy ideas could include: increased agricultural productivity ✓ people are able to have improved diets ✓ can afford health care and medications ✓ have improved home environments ✓ use of labour saving devices ✓  (increased tax revenues from income mean) the government can invest in: clean drinking water ✓ better sanitation ✓ hospitals/clinics/doctors ✓ immunization of infants ✓	<b>[3]</b>	3 x 1  1 mark for each valid idea, which must be coherently linked to why increased income per person leads to increased life expectancy (use dev for additional detail/development of a basic idea)

Question	Answer	Mark	Guidance
	1 mark only for simple statement about improved quality of life (or similar)		
f	<p>Measures could include:</p> <p>birth rate ✓ = number of live births per 1000 in the population per year</p> <p>death rate ✓ = number of people who die in a year for every 1000 in the population per year (dev)</p> <p>infant mortality (rate) ✓ = number of babies that die before the age of 1, per 1000 live births (dev)</p> <p>adult literacy (rate) ✓ = percentage of adults with who have basic reading skills (dev)</p> <p>children in primary school ✓ = percentage of children who complete primary school (dev)</p> <p>access to clean water ✓ = percentage of population who have access to safe water supply (dev)</p> <p>people per doctor ✓ = average number of people per doctor (dev)</p> <p>car ownership ✓ = average number of cars per household (dev)</p> <p>internet access ✓ = percentage of people who can access the internet (dev)</p> <p>credit human development index ✓ = composite index (dev)</p>	[4]	<p>2 x 2</p> <p>1 mark for valid measure 2<sup>nd</sup> mark for meaning/definition/what is measured (use dev)</p> <p>Two valid measures needed for full marks</p> <p>Correct terms and a valid definition idea needed for birth rate, death rate and infant mortality rate (accept infant mortality)</p> <p>No credit for life expectancy or income per person (or similar)</p>
g	<p><b>Case Study: a multinational company (MNC) in a named country</b></p> <p><b>Indicative content</b>  <i>Named country can be an LEDC or an MEDC, named MNC must operate in more than one country  MNC must operate in named country  If more than one country is given, mark and credit the higher level response</i></p>	[9]	<p>Case study will be marked using three levels</p> <p><b>Award mark at top of level</b> if answer consistently meets all the criteria for the level</p> <p><b>Award mark at middle of level</b> if answer meets the criteria with some omissions, errors or inconsistency</p> <p><b>Award mark at the bottom of level</b> if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with <b>L3</b>, <b>L2</b> or <b>L1</b> for overall level</p>

Question	Answer	Mark	Guidance
	<p><i>Location reasons must be linked to named country and for an LEDC could include cheap labour costs, cheap resources, lack of pollution controls, worker's rights, access to developing markets for an LEDC</i></p> <p><i>For an MEDC could include access to markets, overcome trade tariffs, specialist/skilled labour/financial services, MNC headquarters</i></p> <p><i>Effects must be linked to named country and could be positive and/or negative and could include impact on labour market, workers' rights, development of national economy, multiplier effect, reducer effect, pollution, depletion of resources</i></p> <p><i>Place specific detail could include named places within chosen country, information linked to chosen MNC such as products, data linked to MNC such as number of factories/workers</i></p> <p><i>No credit for a named country only</i></p> <p><b>Level 3 (7-9 marks)</b> Demonstrates good knowledge and understanding of an MNC example's location factors and its effects for a specific country.</p> <p><b>Level 2 (4-6 marks)</b> Demonstrates sound knowledge and understanding of an MNC example with valid detail for either the location factors or the effects for a specific country.</p> <p><b>Level 1 (1-3 marks)</b> Demonstrates limited knowledge and understanding of an MNC example with a basic idea about a location factor or</p>		<p>Use <b>J</b> within answer if only one basic valid idea for Level 1 Use <b>DEV</b> within answer to show creditable detail/development Use <b>PLC</b> to indicate place specific detail for Level 3</p> <p><b>Level 3</b> Top of level will have a detailed explanation of location factor(s) for an MNC and a detailed description of some effects on the country in which the MNC is located, with place specific detail (such as named places, data linked to the MNC)</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p><b>Level 2</b> Top of level will have a valid location factor idea for the MNC and a description of one effect within the named country. Will have additional detail about the location factor(s) or the effects(s) of the MNC within the named country.</p> <p>Bottom of level will have a valid location factor and a description of one effect of the MNC in a named country or ... Detail about the location factor(s) with no valid effects or ... Detail about the effects with no valid location factor <b>Valid named MNC and country needed.</b></p> <p><b>Level 1</b> Top of level will have a valid named MNC and country with a basic location factor idea or an effect of the MNC</p> <p>Bottom of level will have <b>one</b> basic valid idea only; a valid named MNC <b>or</b> an MNC location factor <b>or</b> an effect of an MNC in a country</p>

Question			Answer	Mark	Guidance
			an effect for a named country. <b>0 marks</b> No evidence submitted or the response does not address the question		
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid	<b>SPaG</b> <b>[3]</b>	

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**The use of 0(zero) marks.**

0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence.

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