Candidate Forename		Candidate Surname	

Centre Number		Candidate Number	

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **THREE** questions. A question from Section A (either Question 1 OR question 2), a question from Section B (either question 3 OR question 4) and a question from Section C (either question 5 OR question 6).
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 75.
- You will be awarded marks in questions 1(e) or 2(d), 3(d) or 4(e), 5(d) or 6(d) for the quality of written communication of your answer.

FOR EXAMINER'S USE

A	
B	
C	
TOTAL	

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Section A

You **must** answer **either** Question 1 or Question 2

EITHER

1

(a) Study the OS map extract and **Fig. 1** in the Resource Booklet which shows a cross section of the river at 829930.

(i) Where do deposition and erosion occur within a meander?

....

....**[2]**

(ii) Explain how differences in velocity across a river affect both deposition and erosion within a meander.

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.... **[3]**

(b) Look again at the OS map extract. Give **two** reasons why a reservoir is sited in and around grid squares 7588. Support each reason with evidence from the OS map extract.

1. ....

....

....

2. ....

....

.... **[4]**

(c) Look again at the OS map extract and study **Fig. 2** in the Resource Booklet.

How does evidence from the OS map extract help to explain the shape of the hydrograph?

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.... **[4]**

(d) Suggest how afforestation (planting trees) in the area in and around grid square 7689 may have affected the flow of Bannock Burn at 782904.

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.... **[4]**

(e) Case Study – Flooding

Name a river in an MEDC which has been affected by flooding

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Describe the effects of flooding. What is being done to reduce the impacts of flooding?

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OR

2 Study **Fig. 3** in the Resource Booklet.

(a)

(i) Use evidence from **Fig. 3** to describe Lulworth Cove.

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.... **[3]**

(ii) Suggest how rock type has affected the shape of Lulworth Cove.

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.... **[3]**

(b) Draw and label a diagram or series of diagrams to explain how a stack is formed.

[3]

(c) Name and describe **two** processes of erosion which affect cliffs.

1...

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2...

.... **[4]**

(d) How can erosion by the sea affect communities living on the coast?

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.... **[4]**

(e) Case Study – Coastal management

Name an area of coastline.

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Describe how the coastline is protected from erosion. To what extent are these protection methods sustainable?

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.... **[8]**

Section A Total [25]

Section B

You **must** answer **either** Question 3 **or** Question 4

3   Study **Fig. 5** in the Resource Booklet showing the seasons in Bangladesh.

 (a)

   (i)   Identify **three** differences between tropical storm seasons **A** and **B**.

   1...

   2...

   3..**[3]**

   (ii)   Briefly describe a weather condition associated with tropical storms which is **not** shown in **Fig. 5**.

   ....

   .... **[2]**

 (b)

   (i)   Study **Fig. 6** in the Resource Booklet showing a satellite image of a tropical storm in Asia. Describe the characteristic features of the tropical storm shown in the satellite image.

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   ....

   .... **[4]**

   (ii)   Explain **two** ways in which the impact of tropical storms is more severe in LEDCs, like Bangladesh, than in MEDCs.

   ....

   ....

   ....

   .... **[4]**

(c) Study **Fig. 7** in the Resource Booklet showing a tropical storm education poster.

Describe the concrete shelter and explain its benefits as a hazard protection method. Include information on sustainability in your answer.

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.... **[4]**

(d) Case Study – Climatic Hazards

Name a type of climatic hazard and the location where it took place.

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Explain the natural processes which caused this event and how human activities affected the impact of the natural hazard.

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.... **[8]**

OR

4 Study **Fig. 8** which shows the distribution of major earthquakes in California in the U.S.A.

(a)

    (i) Name the scale, shown in **Fig. 8**, which measures the magnitude of an earthquake.

    ....**[1]**

    (ii) Describe the distribution of earthquakes shown in **Fig. 8**.

    ....

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    ....

    ....**[4]**

    (iii) How are the Pacific Plate and the North American Plate, shown in **Fig. 8,** moving in relation to each other?

    ....**[1]**

(b) Draw a labelled diagram to show how the movement of plates can cause earthquakes.

[4]

(c) Study **Fig. 9** which shows some of the survivors of the 1994 Northridge earthquake.

Briefly state **three** secondary effects of the earthquake shown in **Fig. 9**.

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....**[3]**

(d) Explain **two** reasons why people live in hazardous locations.

1 ....

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2 ....

.... **[4]**

(e) Case Study – tectonic natural hazard.

Identify a type of tectonic hazard

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Describe methods used to respond to the hazard. How successful are these response methods? Refer to specific event(s).

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Section B Total [25]

Section C

You **must** answer **either** Question 5 **or** Question 6

5

(a) Study **Fig. 10** in the Resource Booklet.

(i) Describe the distribution of BMW car production factories in the world.

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.... **[3]**

(ii) Identify the main difference between the distribution of car production factories and car assembly factories, shown in **Fig. 10.**

....

.... **[1]**

(iii) Suggest reasons for the difference you have identified in **(ii)**.

....

....

.... **[2]**

(b) BMW is a multi-national company. What are two main features of a multi-national company?

1..

....

2..

.... **[2]**

(c) Read the following web page extract.

"The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system."

(i) Suggest **three** reasons why Leipzig was a good site for a new car factory.

1..

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2..

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3..

.... **[3]**

 (ii) Explain **one** reason why the opening of the Leipzig factory could be a **disadvantage** to the local economy.

....

.... **[2]**

 (iii) Explain how the opening of the Leipzig car factory may benefit the local economy.

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.... **[4]**

(d) Case Study: The effects of economic development.

Name and locate an economic activity

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How has the economic activity affected the natural environment? What has been done to minimise damage to the environment?

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.... **[8]**

OR

6

(a) Study **Fig. 11** in the Resource Booklet. It shows the average income (G.D.P.) of countries.

   (i) Describe the distribution of middle-income countries. Refer to the Brandt line in your answer.

   ....

   .... **[2]**

   (ii) The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980.

   Is this division still appropriate in the first decade of the 21ˢᵗ Century? Use evidence from **Fig. 11** to support your answer.

   ....

   ....

   .... **[3]**

   (iii) Use the table below to explain how Cuba is more economically developed than Kenya.

   Table showing Development indicators for Cuba and Kenya

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Infant mortality (per 1000 births)	7.2	79

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   .... **[4]**

(b) Name **two** other indicators which can be used to measure development. For each indicator explain how it can be used.

Indicator 1: ....

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....

Indicator 2: ....

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.... **[4]**

(c) Development can be affected by aid. Explain **two** problems associated with aid.

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....**[4]**

(d) Case Study: An Aid project in an LEDC.

Name and locate an aid project

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Describe the main features of the project. Explain how the project is sustainable.

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....**[8]**

Section C Total [25]

Paper Total [75]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

GEOGRAPHY B   J385

Unit B563: Key Geographical Themes (Higher tier)

Specimen Mark Scheme

The maximum mark for this paper is 75.

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Section A		
Question Number	**Answer**	**Max Mark**
1(a)	**Study the OS map extract and <u>Fig. 1</u> in the Resource Booklet which shows a cross section of the river at 829930.**	
1(a)(i)	**Where do deposition and erosion occur within a meander?**	
	Deposition on inside / convex bank	
	Erosion on outside / concave bank	
	Both answers needed for 2 marks	**[2]**
1(a)(ii)	**Explain how differences in velocity across a river affect both deposition and erosion within a meander.**	
	Point marking	
	1 mark for any 3 of the following points or 1 mark for basic point plus a further mark for development of that point	
	Slower – less energy✓ so deposits load (✓dev)	
	Larger particles deposited first✓	
	Faster in this part of channel ✓ more energy to erode ✓(dev)	
	carries load which assists erosion / corrosion ✓hydraulic action of turbulent water ✓(dev)	**[3]**
1(b)	**Look again at the OS map extract. Give <u>two</u> reasons why a reservoir is sited in and around grid squares 7588. Support each reason with evidence from the OS map extract.**	
	Points marking	
	Any 2 ideas with development for 2 + 2 marks	
	Streams flow into reservoir e.g. Bannock Burn, 4 streams from the west✓	
	Valley suitable to flood✓ steep sided, flat floor ✓(dev)	
	Upland area – more rain, land over 200m✓	
	No settlements in area✓ little disturbance to people✓(dev)	**[4]**
1(c)	**Look again at the OS map extract and study <u>Fig 2</u> in the Resource Booklet. How does evidence from the OS map extract help to explain the shape of the hydrograph?**	
	Point marking (4 x 1) 1 mark per valid point or 2 marks if developed clearly	
	Water moves quickly to river down steep slopes✓ steep rising limb / short lag time ✓(dev)	
	No interception from vegetation ✓ High peak✓(dev)	
	No storage in lakes / reservoirs✓ high peak ✓(dev)	
	Water flows quickly downstream due to steep gradient✓ steep falling limb ✓(dev)	
	Simple description of the shape of the hydrograph without attempt to explain shape gets no credit	**[4]**

Section A		
Question Number	**Answer**	**Max Mark**
1(d)	**Suggest how afforestation (planting trees) in the area in and around grid square 7689 may have affected the flow of Bannock Burn at 782904.** Point marking 1 mark per valid point or 2 marks if developed clearly More interception✓ so reduced river flow✓(dev) Roots delay throughflow to river✓ Evapotranspiration from trees ✓so less water reaches river✓(dev) Less silting of river✓ so quicker flow✓(dev)	**[4]**
1(e)	**Case Study – Flooding** **Name a river in an MEDC which has been affected by flooding.** **Describe the effects of flooding** **What is being done to reduce the impacts of flooding?** Case Study will be marked using 3 levels: If no named river – Max Level 2, 5 marks maximum **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of effects or measures to reduce impacts with no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of effects and measures to reduce impacts with limited development. Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. **Level 3: [7-8 marks]** Thorough and developed description of effects and measures to reduce impacts with place specific example. Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. **Content Guide:** Effects could be on people or natural environment e.g. level of flood waters, area flooded, damage to property, lives lost, People displaced, impact on transport routes/infrastructure, flooding of farm land-impact on food production Effort to reduce impacts could be large or small scale, long-term or short-term e.g. relief measures – evacuation, sandbags, portable barriers flood protection – afforestation, flood retention basins, strengthening dykes, urban planning	**[8]**

Section A		
Question Number	**Answer**	**Max Mark**
2(a)	**Study <u>Fig 3</u> in the Resource Booklet.**	
2(a)(i)	**Use evidence from <u>Fig 3</u> to describe Lulworth Cove.**	
	Point marking Round / circular / oval✓ narrow entrance / 125 metres wide✓ surrounded by three different rock types✓ high cliff at back of cove✓ is over 400m at widest point✓ is over 300 metres from entrance to back✓	**[3]**
2(a)(ii)	**Suggest how rock type has affected the shape of Lulworth Cove.**	
	Point marking Sea erodes through weakness in limestone✓ differential erosion of hard and soft rocks✓ sand and clay worn away more easily✓ harder chalk not worn away✓	**[3]**
2(b)	**Draw and label a diagram or series of diagrams to explain how a stack is formed**	
	Point marking – diagram should show following features/ processes Weakness/crack in headland✓ Weakness in headland is enlarged to form cave✓ Cave enlarged / two caves eroded from opposite sides of headland cut through to form arch✓ Roof of arch collapses to form stack✓	**[3]**
2(c)	**Name and describe <u>two</u> processes of erosion which affect cliffs.**	
	Point marking Corrosion – chemical reactions✓ Hydraulic – force of water ✓ Corrosion – material thrown at cliffs✓ Undercutting - base of cliff is attacked✓ Slumping - cliff becomes unstable and collapses✓ Max of 2 marks for one process only✓ 1 mark for naming a process and 1 mark for brief description.	**[4]**
2(d)	**How can erosion by the sea affect communities living on the coast?**	
	1 mark for stated way and 1 mark for development: 2x2 Loss of buildings / houses / roads✓ Loss of tourist income (dev) Loss of farms / farmhouses ✓ Loss of livelihood for farmer (dev) Forced to move/Cannot get insurance / sell property ✓ Loss of caravan parks/coastal amenities ✓Loss of tourist income (dev) Whole villages disappear over time✓	**[4]**

Section A		
Question Number	**Answer**	**Max Mark**
2(e)	**Case Study – Coastal management** **Name an area of coastline.** **Describe how the coastline is protected from erosion.** **To what extent are these protection methods sustainable?** Case study will be marked using 3 levels	
	If no valid names area = Max L2, 5 marks maximum for valid ideas about coastal protection **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of method used with no development regarding idea of sustainability. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of method and some reference to sustainability of chosen method with limited development. Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. **Level 3: [7-8 marks]** Thorough and developed description of method with evaluation of sustainability of method and place specific references. Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. **Content Guide** Land protection could refer to hard or soft options e.g. concrete sea walls, rip rap, gabions, other types of barrier, groynes, beach replenishment strategies Sustainability of methods could refer to impact on rates of coastal erosion, protection of property at risk, cost of protection methods. Impact of methods on places further along the coastline e.g. increased erosion at place X because of method at place Y.	**[8]**
	Section A Total	**[25]**

Section B		
Question Number	**Answer**	**Max Mark**
3	**Study Fig. 5 in the Resource Booklet showing the seasons in Bangladesh.**	
3(a)(i)	**Identify three differences between tropical storm seasons A and B.**	
	Point marking A is 2 months long, B is 3 months long✓ More rainfall in B✓ Warmer temperatures in A✓	**[3]**
3(a)(ii)	**Briefly describe a weather condition associated with tropical storms which is not shown in Fig 5.**	
	1 mark for winds 1 mark for high/strong/severe/fast (dev)	**[2]**
3(b)(i)	**Study Fig. 6 in the Resource Booklet showing a satellite image of a tropical storm in Asia. Describe the characteristic features of the tropical storm shown in the satellite image.**	
	1 mark per valid feature swirling cloud pattern✓ eye of storm✓ coastal location✓ large area covered by cloud✓ moving inland from ocean✓	**[4]**
3(b)(ii)	**Explain two ways in which the impact of tropical storms is more severe in LEDCs, like Bangladesh, than in MEDCs.**	
	1 mark for basic, valid idea, 2nd mark for development of how idea makes impact more severe in LEDC's Two explained ideas needed for 4 marks **Content Guide:** Poorer quality housing ✓ more easily destroyed ✓(dev) More people dependent on farming/crops ✓ possible hunger/starvation ✓(dev) Poorer infrastructure ✓ delay in relief reaching survivors/isolated ✓ (dev) Poorer health care facilities to treat/support victims ✓greater health risk to those in affected area ✓(dev) Dependence on outside help/emergency aid for relief for victims ✓	**[4]**

Section B		
Question Number	**Answer**	**Max Mark**
3(c)	**Study <u>Fig. 7</u> in the Resource Booklet showing a tropical storm education poster.**	
	Describe the concrete shelter and explain its benefits as a hazard protection method. Include information on sustainability in your answer.	
	1 mark for basic, valid idea, 2nd mark for development of how sustainable idea is.	
	Two explained ideas needed for 4 marks	
	Content Guide:	
	Large concrete shelter ✓ strong enough to withstand storm ✓ will last into future✓environmentally sustainable✓(dev)	
	Ideas are low tech✓low cost ✓ affordable for LEDCs and can be sustained in future/economically sustainable✓(dev)	
	Local people involved/educated ✓can pass on knowledge to others✓(dev)	**[4]**
3(d)	**Case Study – Climatic Hazards**	
	Name a type of climatic hazard and the location where it took place.	
	Explain the natural processes which caused this event and how human activities affected the impact of the natural hazard.	
	Case study will be marked using 3 levels	
	If no valid names area = Max L2, 5 marks maximum for valid ideas about processes and impact	
	0 marks No evidence submitted or response does not address the question.	
	Level 1: [1-3 marks] Basic explanation of processes causing the hazard or effects of humans on the impact of the hazard.	
	Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	
	Level 2: [4-6 marks] Explanation of processes causing the hazard and effects of humans on the impact of the hazard with limited development.	
	Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	
	Level 3: [7-8 marks] Thorough and developed explanation of causes of the hazard and effects of humans on the impact of the hazard – specific to particular event.	
	Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.	

Section B		
Question Number	**Answer**	**Max Mark**
3(d) cont.	**Content guide:** e.g drought Causes such as: little rain for years, rains fail, high pressure blocks depressions Above average temperatures and high evaporation rates Affect of humans such as: management projects – reservoirs Irrigation Overgrazing Aid project	**[8]**
4 **4(a)(i)**	**Study Fig. 8 which shows the distribution of major earthquakes in California in the U.S.A.** **Name the scale, shown in Fig. 8, which measures the magnitude of an earthquake.** Richter	**[1]**
4(a)(ii)	**Describe the distribution of earthquakes shown in Fig 8.** 1 mark for each valid point about distribution of earthquakes Point marking On/near San Andreas Fault ✓ on/near plate margin/boundary✓ on/near margin of North American and Pacific plates✓ near coast✓ in a line running SE to NW✓ some near major settlements✓	**[4]**
4(a)(iii)	**How are the Pacific Plate and the North American Plate, shown in Fig 8, moving in relation to each other?** 1 mark for valid point e.g. moving together in the same direction✓, both plates move towards North West ✓, North American Plate is moving into side of Pacific plate✓.	**[1]**
4(b)	**Draw a labelled diagram to show how the movement of plates can cause earthquakes.** Diagram shows two valid tectonic plates✓ With arrows to show correct plate movement ✓ With basic idea of plate movement/friction/collision✓ With idea of plates sticking✓build of pressure✓sudden movement✓	

Section B		
Question Number	**Answer**	**Max Mark**
4(b) cont.	**Content Guide:** Diagram could be a representation of Fig 1 or a subduction or collision zone or a constructive margin. Diagram could be a block diagram, a cross section or an overhead view.	**[4]**
4(c)	**Study <u>Fig. 9</u> which shows some of the survivors of the 1994 Northridge earthquake.** **Briefly state <u>three</u> secondary effects of the earthquake shown in <u>Fig 9</u>.** 1 mark per valid secondary effect homelessness✓ sanitation/health issues✓ disruption to infrastructure✓ credit psychological effects such as bereavement/trauma✓	**[3]**
4(d)	**Explain <u>two</u> reasons why people live in hazardous locations.** 1 mark for basic, valid idea, 2nd mark for development/explanation of how idea influences peoples decision to stay in hazardous location. Two explained ideas needed for 4 marks **Content Guide:** Possible reasons could include: Help/support from government/authorities✓residents confident of support should hazard occur to rebuild lives e.g. new housing✓(dev) Have always lived there✓friends/family, part of a community✓(dev) Have businesses or employment there✓Cannot afford to relocate and live elsewhere✓ Perception that severe hazards will not happen (again) in that area so area is relatively safe ✓(dev) Confidence in government/authorities to protect lives and property in future✓	**[4]**
4(e)	**Case Study – Tectonic Natural Hazard.** **Identify one type of tectonic hazard.** **Describe methods used to respond to the hazard.** **How successful are these response methods? Refer to specific event(s).** Case study will be marked using 3 levels If no valid named area = Max L2, 5 marks maximum for valid ideas about processes and impact **0 marks** No evidence submitted or response does not address the question.	

Section B		
Question Number	**Answer**	**Max Mark**
4(e) cont.	**Level 1: [1-3 marks]** Basic description of responses with no development regarding success of method. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Developed description of responses and analysis of success of method with limited development. Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. **Level 3: [7-8 marks]** Thorough and developed description of responses with evaluation of success of method and event specific reference/examples. Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. **Content Guide** Prediction methods – measuring, observing animals behaviour, mapping past events Planning – Disaster Day, earthquake-proof buildings, planning future developments to avoid areas at risk, firebreaks Success – contrast between LEDCs and MEDCs, available capital, evacuation procedures	**[8]**
	Section B Total	**[25]**

Section C		
Question Number	**Answer**	**Max Mark**
5(a)	**Study <u>Fig. 10</u> in the Resource Booklet**	
5(a)(i)	**Describe the distribution of BMW car production factories in the world.**	
	Point marking	
	Most are in Europe ✓	
	Majority are North of the Brandt line ✓	
	Only one in North America ✓	
	Nine are in Europe ✓	
	There is only one in LEDCs ✓	**[3]**
5(a)(ii)	**Identify the main difference between the distribution of car production factories and car assembly factories, shown in <u>Fig. 10</u>.**	
	Assembly factories are south of the Brandt line ✓	
	Production happens north of it ✓	**[1]**
5(a)(iii)	**Suggest reasons for the difference you have identified in (ii).**	
	Point marked – two differences for 2 marks	
	Labour costs ✓	
	New markets in LEDCs ✓	
	Globalisation ✓	
	Production requires skilled workforce ✓	**[2]**
5(b)	**BMW is a multi-national company. What are two main features of a multi-national company?**	
	Point marking	
	A company that operates in more than one country ✓	
	Rich company ✓	
	Many employees ✓	
	Large output ✓	
	Foreign owned / investment ✓	**[2]**
5(c)(i)	**Read the following web page extract.** **"The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system."** **Suggest <u>three</u> reasons why Leipzig was a good site for a new car factory.**	

Section C		
Question Number	**Answer**	**Max Mark**
5(c)(i) cont.	Point marking No mark for way only, simple explanations required. The area is flat so easy to build on ✓ In Germany so large local market ✓ Countryside so cheap to build on ✓ Large site for easy expansion ✓ big factory ✓ Great access so easy to import or export ✓	**[3]**
5(c)(ii)	**Explain <u>one</u> reason why the opening of the Leipzig factory could be a <u>disadvantage</u> to the local economy.** 1 mark for one reason, 1 mark for development Factory causes air pollution ✓ so health of workers or locals suffer ✓(dev) Greenfield site built on ✓ so countryside amenity lost ✓(dev) More commuters ✓ so more congestion ✓(dev) Other factories may close ✓ local people lose jobs ✓(dev)	**[2]**
5(c)(iii)	**Explain how the opening of the Leipzig car factory may benefit the local economy.** One mark for benefit, one for development More jobs created ✓ so positive multiplier effect for local businesses ✓(dev) Other local factories struggle for workers ✓ and go out of business ✓(dev) Local factories have orders for supplies ✓ and so prosper ✓(dev) More exports ✓ so economy healthier ✓(dev) More taxes paid by BMW ✓ so more money for schools etc ✓(dev)	**[4]**
5(d)	**Case Study: The effects of economic development.** **Name and locate an economic activity.** **How has the economic activity affected the natural environment?** **What has been done to minimise damage to the environment?** Case study will be marked using 3 levels If no valid named area = Max L2, 5 marks maximum for valid ideas about effects and reduction **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of either effects on the environment or damage limitation - no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	

Section C		
Question Number	**Answer**	**Max Mark**
5(d) cont.	**Level 2: [4-6 marks]** Description of both effects on the environment and damage limitation with limited development. Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. **Level 3: [7-8 marks]** Thorough and developed description of both effects on the environment and damage limitation - with place specific detail Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. **Contents guide;** Effects such as air/water/noise pollution, visual intrusion, loss of wildlife/habitats, soil erosion Minimise damage such as pollution laws/controls, screening, Planning of construction sites, preservation areas Soil conservation	**[8]**
6(a)	**Study Fig. 11 in the Resource Booklet. It shows the average income (G.D.P.) of countries.**	
6(a)(i)	**Describe the distribution of middle-income countries. Refer to the Brandt line in your answer.** Close to the Brandt line ✓ Most of South America ✓ Most of northern Asia ✓ Not in North America and Europe ✓ only one in Africa ✓ 2x1	**[2]**
6(a)(ii)	**The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980.** **Is this division still appropriate in the first decade of the 21st Century? Use evidence from Fig. 11 to support your answer.** Point marking 1 mark for each reason given. Accept reasons for or against Rich countries are still North of the line ✓ Many middle income countries are south of it ✓ Africa is still poor ✓ Russia north of the line but middle income ✓ Only uses income so not a true reflection of development ✓ because GDP might be low while literacy high ✓	**[3]**

Section C		
Question Number	**Answer**	**Max Mark**
6(a)(iii)	**Use the table below to explain how Cuba is more economically developed than Kenya.**	

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Infant mortality (per 1000 births)	7.2	79

	2 explanations from the table. Answers must include development such as: Literacy is 20% higher in Cuba so more people have more opportunities ✓ Literacy rate for women is 20% higher in Cuba so greater equality✓ Ten times fewer babies die in Cuba so medical care must be much better ✓ Lower IMR in Cuba **so** better social conditions / sanitation ✓	**[4]**
6(b)	**Name two other indicators which can be used to measure development. For each indicator explain how it can be used.** Point marking 1 mark for indicator and 1 mark for development/explanation. Max 2 for 1 indicator. Indicators such as: Calorie intake✓ – shows access to varied/healthy diet (dev) Life expectancy✓ – shows availability of caring services (dev) Number of people per doctor✓ – show availability of medical treatment (dev) Birth rate✓ – shows availability/knowledge of birth control (dev) Percentage employment in primary industry✓ – shows economic development / dependence on this sector of industry (dev) All above used to compare diet, medical care, support for elderly, economic change.	**[4]**
6(c)	**Development can be affected by aid. Explain two problems associated with aid.** Point marking 1 mark for problems and 1 mark for development/explanation. Max 2 for 1 problem. Dependence on aid✓ limits the will for self development✓(dev) Strings attached to aid encourages future economic reliance✓ Aid package is conditional on strategic support✓ Country may be slow to react ✓aid may not get where it is most needed✓(dev)	**[4]**

Section C		
Question Number	**Answer**	**Max Mark**
6(d)	**Case Study: An Aid project in an LEDC** **Name and locate an aid project.** **Describe the main features of the project.** **Explain how the project is sustainable.** Case study will be marked using 3 levels If no valid named area = Max L2, 5 marks maximum for valid ideas about aid project and sustainability **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of either the aid project or its sustainability - no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of both the aid project and its sustainability but basic statements with limited development and no place specific examples. Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. **Level 3: [7-8 marks]** Thorough and developed description of both the aid project and its sustainability - with place specific details. Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. **Content Guide:** Development project features could include: Farming/food production, provision of health/education/family planning services/clean water supply New industry, energy production, transport links, employment skills/training. Sustainability could include references to: Use/conservation of resources for future, involvement of intended recipients, Passing on of new ideas/techniques, long term nature of economic benefits, Impact of people's quality of life now and in the future. Credit if explain how project is unsustainable	**[8]**
	Section C Total	**[25]**
	Paper Total	**[75]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	2			**2**
1(a)(ii)	2	1		**3**
1(b)	2		2	**4**
1(c)	3	1	0	**4**
1(d)	1	2	1	**4**
1(e)	5	3		**8**
OR				
2(a)(i)	0	1	2	**3**
2(a)(ii)	2	1		**3**
2(b)(i)	2	1		**3**
2(b)(ii)	4			**4**
2(c)	2	2		**4**
2(d)	5	3		**8**
And				
3(a)(i)	2		1	**3**
3(a)(ii)	2			**2**
3(b)(i)	2		2	**4**
3(b)(ii)	2	2		**4**
3(c)	2	2		**4**
3(d)	5	3		**8**
OR				
4(a)(i)	1		0	**1**
4(a)(ii)	2	2		**4**
4(a)(iii)			1	**1**
4(b)	4		0	**4**
4(c)		1	2	**3**
4(d)	3	1	0	**4**
4(e)	5	3		**8**
And				
5(a)(i)	2		1	**3**
5(a)(ii)	0		1	**1**
5(a)(iii)	2		0	**2**
5(b)	2			**2**
5(c)(i)	2	1		**3**
5(c)(ii)	0	2		**2**
5(c)(iii)	2	2		**4**
5(d)	5	3		**8**
OR				
6(a)(i)	1	0	1	**2**
6(a)(ii)	1	1	1	**3**
6(a)(iii)	4		0	**4**

6(b)	2	2		**4**
6(c)	2	2		**4**
6(d)	5	3		**8**
Paper Total	**45**	**24**	**6**	**75**

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