

**General Certificate of Secondary Education**  
**Geography B**  
**Unit B563: Key Geographical Themes**  
**Specimen Paper**

# F

# J385

Time: 1 hour 30 minutes

Candidates answer on the question paper.  
**Additional materials:** Resource Booklet

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), 2(d), 3(e), 4(f), 5(e) and 6(f) for the quality of written communication of your answer.

FOR EXAMINER'S USE	
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>TOTAL</b>	

This document consists of **15** printed pages and **1** blank page.

Section A

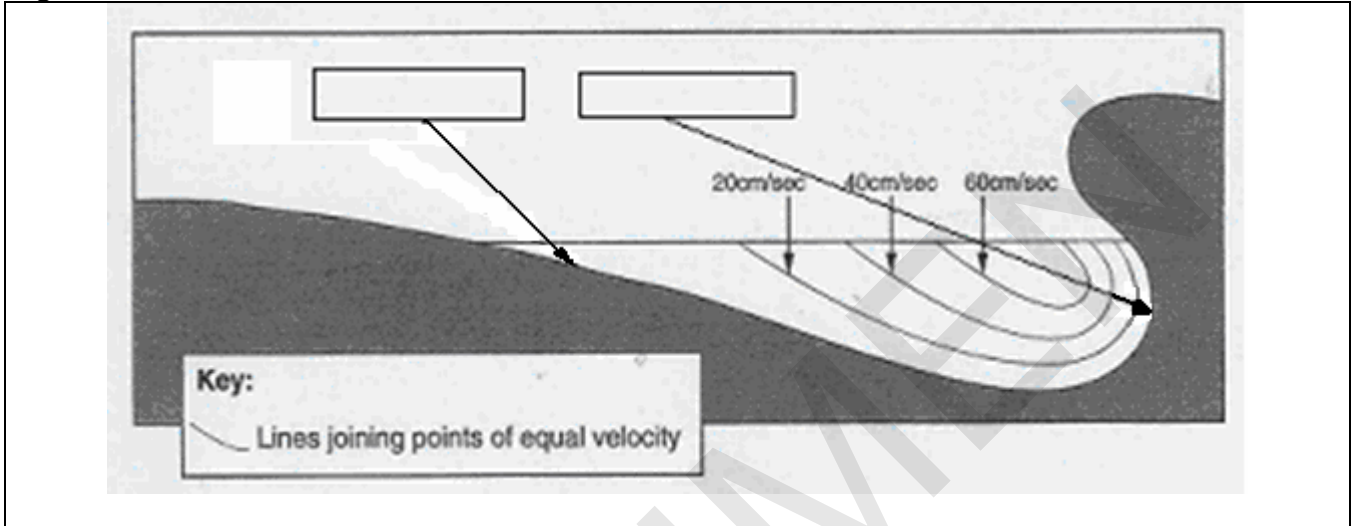
You **must** answer **either** Question 1 **or** Question 2

**EITHER**

**1**

(a) Study the OS map extract and **Fig. 1** below.

**Fig. 1 Cross section of the river at 829930**



(i) Insert the following words into the correct boxes in **Fig. 1** above.

- Deposition
- Erosion

[1]

(ii) Why do deposition and erosion take place at the points you have labelled on **Fig. 1**?

.....  
 ..... [2]

(b) (i) Look again at the OS map extract. Identify the **two** water stores in grid square 7589.

Store 1 .....

Store 2 ..... [2]

(ii) For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.

Store 1 .....

.....  
 .....

Store 2 .....

.....  
 .....  
 ..... [4]

**(c)** The River Forth (shown on the OS map extract) flows near the town of Stirling.

Explain how the flow of a river may be affected by an urban settlement.

.....  
.....  
.....  
..... [4]

**(d)** Explain why the effects of river flooding are usually greater in an LEDC than in an MEDC.

.....  
.....  
.....  
..... [4]

**(e)** Case Study – the effects and causes of river flooding.

**(i)** Name a river which has been affected by flooding.

.....

**(ii)** Describe the effects of the flooding.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**(iii)** Explain the causes of the flooding.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [8]

**Section A Total [25]**

OR

2

(a) Study **Fig. 3** in the Resource Booklet.

(i) How wide is the entrance to Lulworth Cove?  
..... metres [1]

(ii) What rock forms the cliff at the back of Lulworth Cove?  
..... [1]

(iii) Describe the shape of Lulworth Cove.  
..... [1]

(iv) Explain why Lulworth Cove is wider in some parts than others.  
.....  
.....  
..... [2]

(b) Study **Fig. 4**.

(i) Name the type of landforms labelled **A** and **B** shown in **Fig. 4**.  
A = .....  
.....  
B = .....  
..... [2]

(ii) Explain how the landforms shown in **Fig. 4** are affected by the processes of coastal erosion.  
.....  
.....  
..... [4]

(iii) What effects will natural processes have on these landforms in the future?  
.....  
..... [2]

(c) How can erosion by the sea affect people who live on the coast?  
.....  
.....  
..... [4]

**(d) Case Study – Coastal management**

**(i) Name of area where the sea is eroding the land.**

.....

**(ii) Describe how the land is protected.**

.....

.....

.....

.....

.....

.....

.....

**(iii) Explain how successful these protection methods are.**

.....

.....

.....

.....

.....

.....

.....

.....

[8]

**Section A Total [25]**

SPECIMEN

**Section B**

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

**EITHER**

**3**

**(a)** Study **Fig. 5** in the Resource Booklet which shows the seasons in Bangladesh.

**(i)** How many months make up the cyclone seasons **A** and **B**?

..... [1]

**(ii)** Which cyclone season, **A** or **B**, will have the most hazardous weather conditions?

Explain your answer.

..... [3]

**(iii)** Briefly describe a weather condition associated with tropical storms which is **not** shown in **Fig. 6**.

..... [2]

**(b)** Study **Fig. 6** a satellite image of a tropical storm in Asia.

**(i)** Name one of the countries which will be affected by this tropical storm.

..... [1]

**(ii)** State two features of a tropical storm shown in the satellite image.

..... [2]

**(c)** Explain **two** ways in which tropical storms affect people and their quality of life.

Way 1 .....

Way 2 .....

..... [4]

- (d) Study **Fig. 7** a tropical storm education poster.  
Explain **two** ideas in the poster which tell people about what to do during a tropical storm.

Idea 1 .....

.....

.....

Idea 2 .....

.....

..... [4]

- (e) Case Study – A climatic hazard event

- (i) Name a type of climatic hazard and give the location where it took place.  
.....

- (ii) Explain the natural processes which caused this event.  
.....  
.....  
.....  
.....  
.....  
.....  
.....

- (iii) Explain how human activities affected the impact of the climatic hazard.  
.....  
.....  
.....  
.....  
.....  
.....  
..... [8]

OR

4 Study **Fig. 8** and **Fig. 9** from the Resource Booklet.

(a) Study **Fig. 8** which shows major earthquakes of the San Andreas fault in California in the U.S.A.

(i) How many major earthquakes were located on the line of the San Andreas Fault?  
..... [1]

(ii) In what year did the Northridge earthquake take place?  
..... [1]

(iii) What was the reading on the Richter Scale of the Northridge earthquake?  
..... [1]

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

Explain **two** problems faced by the survivors of the Northridge earthquake.

Problem 1: .....  
.....

Problem 2: .....  
..... [4]

(c) Describe briefly how the two plates shown in **Fig. 8** are moving in relation to each other.

.....  
..... [2]



(d) Using a diagram, explain how the movement of plates causes earthquakes.

.....

.....

.....

.....

.....

.....

SPECIMEN

[4]

[Turn over

(e) Give **two** reasons to explain why people live in hazardous areas like the San Andreas fault.

Reason 1: .....

Reason 2: ..... [4]

(f) Case Study - tectonic natural hazard

(i) Name one type of tectonic natural hazard.

.....

(ii) Describe the methods used to plan for the hazard.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(iii) Why might it be difficult to make such plans?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

..... [8]

**Section B Total [25]**

**Section C**

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

**EITHER**

**5** Study **Fig. 10** and **11** in the Resource Booklet.

**(a)**

**(i)** Name the country with the most car production factories.  
..... [1]

**(ii)** How many car production factories are located outside Europe?  
..... [1]

**(iii)** How many car assembly plants are located south of the Brandt Line?  
..... [1]

**(iv)** BMW is a multinational company. Briefly explain how **Fig. 10** shows this.  
.....  
..... [2]

**(b)** Give **two** reasons to explain why multi national companies, like BMW, decide to locate their factories in **LEDCs**.

Reason 1: .....  
.....

Reason 2: .....  
..... [4]

**(c)** For **LEDCs**, explain **one** good point and **one** bad point of investment by multinational companies.

Good point: .....  
.....

Bad point: .....  
..... [4]

**(d)** Explain **two** ways in which the opening of a new factory could damage the natural environment

Way 1: .....

.....

Way 2: .....

..... **[4]**

**(e)** Case Study: The location of an economic activity

**(i)** Give the name and location of an economic activity

.....

**(ii)** Describe, with detail, the location factors for your chosen economic activity.

.....

.....

.....

.....

.....

.....

.....

**(iii)** Explain why this is a good location for this type of economic activity.

.....

.....

.....

.....

.....

.....

.....

..... **[8]**

OR

6 Study **Fig. 11** in the Resource Booklet. It shows the countries of the world ranked by average income (GDP per person).

(a)

(i) In which category are most countries in Europe?

..... [1]

(ii) In which category are most countries in Africa?

..... [1]

(b) The Brandt Line was first used in 1980 to divide the world into **MEDCs** and **LEDCs**. What may be wrong with using the Brandt Line today?

.....  
 .....  
 ..... [3]

(c) Study the table showing Development Indicators for the countries of Cuba and Kenya.

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Life Expectancy (years)	77	55

(i) Use the information to explain why Cuba has better health care than Kenya.

.....  
 ..... [2]

(ii) Use the information to explain why Cuba has better education than Kenya.

.....  
 ..... [2]

(d) Name **two** other development indicators.

Explain how each development indicator can show differences in development.

Development indicator 1: .....  
 .....  
 .....

Development indicator 2: .....  
 .....  
 ..... [4]

(e) Some MEDC countries provide food aid to LEDCs.

Explain **two** problems associated with food aid to LEDCs

Problem 1:.....

.....

Problem 2:.....

..... [4]

(f) Case Study: An aid project in an LEDC

(i) Give the name of the LEDC.

.....

(ii) Describe the main features of the aid project.

.....

.....

.....

.....

.....

.....

.....

(iii) Explain how sustainable the aid project is.

.....

.....

.....

.....

.....

.....

.....

..... [8]

**Section C Total [25]**

**Paper Total [70]**

BLANK PAGE

SPECIMEN

SPECIMEN

*Copyright Acknowledgements:*

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2008



Unit B563: Key Geographical Themes

**Specimen Mark Scheme**

The maximum mark for this paper is 75.

SPECIMEN

Section A		
Question Number	Answer	Max Mark
1(a) 1(a)(i)	<p>Study the OS map in the resource booklet extract and <u>Fig.1</u> below.</p> <p>Add the following labels to the two arrows drawn on <u>Fig.1</u>.</p> <ul style="list-style-type: none"> <li>• Deposition</li> <li>• Erosion</li> </ul> <p>Labels added on Fig. 1</p>	[1]
1(a)(ii)	<p><b>Why do deposition and erosion take place at the points you have labelled on Fig.1?</b></p> <p>1 mark for basic point plus development of that point            Deposition: slower flow so less energy in flow ✓(dev)            Erosion: faster flow more energy for erosion ✓(dev)</p>	[2]
1(b)(i)	<p><b>Look again at the OS map extract. Identify the two water stores in grid square 7589.</b></p> <p>Reservoir            Trees (coniferous wood)</p>	[2]
1(b)(ii)	<p><b>For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.</b></p> <p>1 mark per valid point or 2 marks if developed clearly            Reservoir: water stored ✓ controlled release downstream ✓(dev)            water extraction from reservoir reduces flow ✓(dev)            increased evaporation from reservoir reduces flow            Trees: interception by leaves reduces flow ✓ Roots delay throughflow ✓(dev)            Evapotranspiration reduces flow ✓(dev)</p>	[4]
1(c)	<p><b>The River Forth (shown on the OS map extract) flows near the town of Stirling.</b></p> <p><b>Explain how the flow of a river may be affected by an urban settlement.</b></p> <p>1 mark per valid point or 2 marks if developed clearly            Flow increases ✓ responds quickly to rain ✓(dev)            Tarmac / concrete / impermeable surfaces reduce infiltration ✓            Increased surface run off into river channel ✓(dev)            Drains increase / speed up flow to river channel ✓            Water extraction reduces flow ✓            Channel modification – strengthening / straightening which changes the flow of river ✓</p>	[4]

Section A		
Question Number	Answer	Max Mark
1(d)	<p><b>Explain why the effects of river flooding are usually greater in an LEDC than in an MEDC?</b></p> <p>1 mark per valid point or 2 marks if developed/explained clearly            Less money available to spend on tackling problems ✓ Less flood protection measures to prevent re-occurrence ✓ No planning of spillways, washlands ✓ (dev)            People in LEDC suffer long-term health problems after the flood ✓ Water contamination leads to outbreak of disease ✓ (dev)            Many people forced to live in crowded flood shelters / tents ✓            Difficult to get to affected area due to lack of transport links ✓            Attraction of fertile flood plain to farmers ✓            No emergency action plan or personnel / equipment to put plan into action ✓ (dev)</p>	[4]
1(e)	<p><b>CASE STUDY – the effects and causes of river flooding</b>  <b>Name a river which has been affected by flooding.</b>  <b>Describe the effects of the flooding?</b>  <b>Explain the causes of the flooding.</b></p> <p>Case study will be marked using 3 levels:            If no named river –Level 2, 5 marks maximum</p> <p>If only names a river = 1mark</p> <p><b>Level 1: [1-3 marks]</b> Basic description of effects of flooding and explanation of causes. No development or reference to relevant examples.            Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2: [4-6 marks]</b> Description of effects and explanation of causes with limited development. Some attempt to refer to relevant example.            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.</p> <p><b>Level 3: [7-8 marks]</b> Thorough and developed description of effects and explanation of causes with relevant 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.</p>	

Section A		
Question Number	Answer	Max Mark
	<p>Content Guide:</p> <p>Effects could include physical or human evidence 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</p> <p>Causes could be physical or human e.g. high rainfall, snow melt/thaw, Conditions of drainage basin stores, reference to river network, Consequence of building on floodplain, channel modification</p>	[8]
<b>2(a)</b>	<b>Study Fig. 3 in the Resource Booklet.</b>	
<b>2(a)(i)</b>	<p><b>How wide is the entrance to Lulworth Cove?</b></p> <p>125 (metres) Allow 115 – 135</p>	[1]
<b>2(a)(ii)</b>	<p><b>What rock forms the cliff at the back of Lulworth Cove?</b></p> <p>Chalk</p>	[1]
<b>2(a)(iii)</b>	<p><b>Describe the shape of Lulworth Cove.</b></p> <p>Round / circular / oval</p>	[1]
<b>2(a)(iv)</b>	<p><b>Explain why Lulworth Cove is wider in some parts than others.</b></p> <p>Credit any of the following with 1 mark Differential erosion of hard and soft rocks sand and clay worn away more easily harder chalk not worn away.</p>	[2]
<b>2(b)</b>	<b>Study Fig. 4.</b>	
<b>2(b)(i)</b>	<p><b>Name the type of landforms <u>A</u> and <u>B</u> shown in Fig. 4</b></p> <p>A = arch 1 mark      B = stack 1 mark</p>	[2]
<b>2(b) (ii)</b>	<p><b>Explain how the landforms shown in Fig. 4 are affected by the processes of coastal erosion.</b></p> <p>Any 4 ideas or 2 developed ideas such as: hydraulic action or description✓ corrasion or description✓ corrosion or description✓ Weakness/crack in headland✓Weakness is enlarged to form cave✓(dev) Cave enlarged / two caves eroded from opposite sides of headland ✓ cut through to form arch✓(dev)</p>	
<b>Section A</b>		



Section B		
Question Number	Answer	Max Mark
3(a)	<b>Study Fig. 5 in the Resource Booklet which shows the seasons in Bangladesh.</b>	
3(a)(i)	<b>How many months make up the cyclone seasons <u>A</u> and <u>B</u>?</b> Five	[1]
3(a)(ii)	<b>Which cyclone season, <u>A</u> or <u>B</u>, will have the most hazardous weather conditions?</b> <b>Briefly explain your answer</b> 1 mark for Season B 1 mark for brief explanation with 1 extra mark available for relevant development details eg more rain/heavy rain✓cyclone more prone to cause destruction/flooding when accompanied by heavy rain ✓(dev)	[3]
3(a)(iii)	<b>Briefly describe a weather condition associated with tropical storms which is <u>not</u> shown in Fig. 6.</b> 1 mark for winds/windy 1 mark for high/strong/fast/severe winds (dev)	[2]
3(b)	<b>Study Fig. 6 a satellite image of a tropical storm in Asia.</b>	
3(b)(i)	<b>Name one of the countries which would be affected by this tropical storm.</b> 1 mark for India or Bangladesh	[1]
3(b)(ii)	<b>State two features of a tropical storm shown in the satellite image.</b> 1 mark per valid feature circular cloud pattern✓ eye of storm✓ coastal location✓ large area of cloud✓ moving inland✓	[2]
3(c)	<b>Explain <u>two</u> ways in which tropical storms affect people and their quality of life.</b> Points marking - one mark per way, one mark for development of each way. 2 x 2 <b>Content Guide:</b> Lives lost due to drowning✓debris from strong winds✓(dev) Property destroyed/damaged by flooding/strong winds✓ Crops/farmland destroyed by flooding✓ causing hunger✓(dev) Transport/infrastructure disrupted✓ causing delay in relief/recovery✓(dev)	[4]

Section B		
Question Number	Answer	Max Mark
3(d)	<p><b>Study Fig. 7 a tropical storm education poster. Explain two ideas in the poster which tell people about what to do during a tropical storm.</b></p> <p>Points marking - one mark per way, one mark for development of each way. 2 x 2</p> <p><b>Content Guide:</b></p> <p>Go to large concrete shelter/ safe place during storm✓(dev)            Observe the warning flags ✓ give time to prepare, gather belongings, get to shelter✓(dev)            Only carry a few belongings✓ save time and space in shelter✓(dev)            Follow instructions given by person with megaphone, know what to do✓, reduce panic, allows more people to escape✓(dev)</p>	[4]
3(e)	<p><b>CASE STUDY - A climatic hazard event.</b></p> <p><b>(i) Name a type of climatic hazard and give the location where it took place:</b></p> <p><b>(ii) Explain the natural processes which caused this event.</b></p> <p><b>(iii) Explain how human activities affected the impact of the climatic hazard</b></p> <p>Case study will be marked using 3 levels:            If no valid named area = Level 2, 5 marks maximum for valid ideas about processes and impact</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1: [1-3 marks]</b> Names a valid climatic hazard and gives one valid natural process or one effect of human activity.            Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2: [4-6 marks]</b> Names a valid climatic hazard and gives one valid natural process and one effect of human activity or explains process(es) or effect(s) of human activity with detail.            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.</p> <p><b>Level 3: [7-8 marks]</b> Names a valid climatic hazard and explains process(es) and effect(s) of human activity with detail/ development.            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.</p> <p>If only names and locates climatic hazard = 2 marks</p>	[8]

Section B		
Question Number	Answer	Max Mark
	<p><b>Content guide:</b>            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</p>	[8]
4(a)	<p><b>Study Fig. 8 which shows major earthquakes of the San Andreas fault in California in the U.S.A.</b></p>	
4(a)(i)	<p><b>How many major earthquakes were located on the line of the San Andreas Fault?</b>            Five</p>	[1]
4(a)(ii)	<p><b>In what year did the Northridge earthquake take place?</b>            1994</p>	[1]
4(a)(iii)	<p><b>What was the reading on the Richter Scale of the Northridge earthquake?</b>            6.7</p>	[1]
4(b)	<p><b>Study Fig. 9 which shows some of the survivors of the Northridge earthquake. Explain two problems faced by the survivors of the Northridge earthquake.</b></p> <p>1 mark per relevant problem stated, 2<sup>nd</sup> mark if explained/developed.            Credit ideas not shown in Fig.9 e.g. homeless✓ not safe to return to home✓ poor sanitation/hygiene✓ shock/trauma✓ bereavement✓ missing family members✓            unemployment✓ loss of income✓ (dev)            damage to local infrastructure✓ unable to travel home/to work✓ (dev).</p>	[4]
4(c)	<p><b>Describe briefly how the two plates shown in Fig. 8 are moving in relation to each other.</b></p> <p>1 mark for valid descriptive 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✓.</p>	[2]



Section B		
Question Number	Answer	Max Mark
4(d)	<p><b>Using a diagram, explain how the movement of plates causes earthquakes.</b></p> <p>Two 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 ✓</p> <p><b>Content Guide:</b>            Diagram could be a representation of <b>Fig. 8</b> or a subduction or collision zone or a constructive margin.            Diagram could be a block diagram, a cross section or an overhead view.</p>	[4]
4(e)	<p><b>Give <u>two</u> reasons why people live in hazardous areas like the San Andreas fault.</b></p> <p>Points marking 1 per reason and 1 for development. 2 x 2            1 mark for basic reason, 2<sup>nd</sup> mark for development/explanation of why peoples live in hazardous areas.            Two explained reasons needed for 4 marks</p> <p><b>Content Guide:</b>            Possible reasons could include:            Help/support from government ✓ Have always lived there ✓ friends/family part of a community ✓ (dev)            Have businesses or employment in there ✓ Cannot afford to relocate and live elsewhere ✓ (dev)            Perception that severe hazards will not happen (again) ✓ so area is safe to live in ✓ (dev)            Confidence in government/authorities to protect lives and property in future ✓</p>	[4]
4(f)	<p><b>CASE STUDY -Tectonic Natural Hazard</b></p> <p><b>Name one type of tectonic natural hazard</b></p> <p><b>Describe the methods used to plan for the hazard</b></p> <p><b>Why might it be difficult to make such plans?</b></p> <p>Case study will be marked using 3 levels:            If no named tectonic hazard = Level 2, 5 marks maximum for valid ideas about planning and/or success  <b>0 marks</b> No evidence submitted or response does not address the question.</p>	

Section B		
Question Number	Answer	Max Mark
	<p><b>Level 1: [1-3 marks]</b> Names valid tectonic hazard and describes one way of planning for it. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2: [4-6 marks]</b> Names a valid tectonic hazard and describes a second way of planning or one method with detail and makes one comment about why planning might be difficult. 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.</p> <p><b>Level 3: [7-8 marks]</b> Names a valid tectonic hazard and describes ways of planning for it with detail and development on why planning might be difficult. 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.</p> <p>If only names a tectonic hazard = 1 mark</p> <p><b>Content Guide</b> 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</p>	[8]
<b>Section B Total</b>		<b>[25]</b>

Section C		
Question Number	Answer	Max Mark
5	<b>Study Fig. 10 and 11 in the Resource Booklet which shows the location of BMW car factories around the world.</b>	
5(a)(i)	<b>Name the country with the most car production factories.</b> Germany	[1]
5(a)(ii)	<b>How many car production factories are located outside Europe?</b> Two	[1]
5(a)(iii)	<b>How many car assembly plants are located south of the Brandt Line?</b> Seven	[1]
5(a)(iv)	<b>BMW is a multinational company. Briefly explain how Fig. 10 shows this.</b> 1 mark per valid point,  Factories all over the world✓ headquarters in MEDC (Munich) more advanced factories in MEDCs✓	[2]
5(b)	<b>Give two reasons to explain why multi national companies, like BMW, decide to locate their factories in LEDCs.</b> One mark per valid point, two marks if developed (2+2)  Can pay workers lower wages✓ make higher profits✓ (dev) Incentives to locate there from LEDC governments✓ reduce set up and operating costs✓ (dev) Less stringent pollution laws in LEDCs✓ reduce operating/clean up costs✓ (dev) Increase in middle class consumers in some LEDCs✓ sell to new markets✓ (dev)	[4]
5(c)	<b>For LEDCs, explain <u>one</u> good point and <u>one</u> bad point of investment by multinational companies.</b> (One mark per valid point, two marks if explained/developed (2+2))  Good points Increased employment✓ training, better paid jobs, new technology opportunities✓ (dev) May stimulate other economic activities✓ government can tax profits✓ (dev)	

Section C		
Question Number	Answer	Max Mark
5(d)	<p>Bad points            Low paid jobs, poor working conditions ✓ better jobs for MEDC staff ✓, profits go to MNC ✓ (dev)            MNC will be at mercy of international trade ✓ MNC may close LEDC operations first ✓ (dev).</p> <p><b>Explain two ways in which the opening of a new factory could damage the natural environment</b></p> <p>One mark per valid point, two if explained/developed (2+2)</p> <p>Pollution of land, air/ water ✓ could affect wildlife habitats, local climate, water courses ✓ (dev)            Credit for source of pollution e.g. dumping of waste, fumes from factory, increased traffic            Loss of habitat from building factory ✓ on Greenfield/previously undeveloped site ✓ (dev)</p>	[4]
5(e)	<p><b>Case Study: The location of an economic activity.</b></p>	
5(e)(i)	<p><b>Give the name and location of an economic activity.</b></p>	
5(e)(ii)	<p><b>Describe, with detail, the location factors for your chosen economic activity.</b></p>	
5(e)(iii)	<p><b>Explain why this is a good location for this type of economic activity.</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p>Case study will be marked using 3 levels:            If no named economic activity = Level 2. 5 marks maximum for valid ideas about location</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-3 marks]</b> Names a valid example of an economic activity and describes one location factor with limited development of justification for it being a good location.            Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [4-6 marks]</b> Names a valid example of an economic activity and describes a second location factor and gives one developed reason to explain why this is a good location.            Demonstrates some relevant knowledge and information 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.</p>	[4]

Section C		
Question Number	Answer	Max Mark
	<p><b>Level 3 [7-8 marks]</b> Names a valid example of an economic activity and describes a second location factor and gives a second reason to explain why this is a good location or explains one reason with detail. Demonstrates thorough relevant knowledge and information based on a full range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Content Guide:</b>            Can be primary, secondary, tertiary or quaternary activity            Location factors could include:            Site, transport links, access to resources, access for workers, access to markets e.g urban areas            Explanation needs to focus on why factors are good for the type or economic activity            e.g. good soil helps crops grow, transport links to bring in raw materials, customers nearby for service            If no named economic activity = Level 2 – 5 marks for valid ideas about location factors            If only gives name and location of an economic activity = 2 marks</p>	<b>[8]</b>
<b>6</b>	<b>Study Fig. 11 in the Resource Booklet. It shows the countries of the world ranked by average income (GDP per person)</b>	
<b>6(a)(i)</b>	<b>In which category are most countries in Europe?</b> High income	<b>[1]</b>
<b>6(a)(ii)</b>	<b>In which category are most countries in Africa?</b> Very low income	<b>[1]</b>
<b>6(b)</b>	<b>The Brandt Line was first used in 1980 to divide the world into MEDCs and LEDCs. What may be wrong with using the Brandt Line today?</b> 1 mark per valid point, two marks if explained/developed  Only uses income -not accurate for other aspects of development e.g education, health. Some countries south of line have higher incomes✓ some countries north of line have lower incomes✓ Some countries south of line have developed economically since 1980 e.g. Asian NICs✓ (dev)	<b>[3]</b>

Section C												
Question Number	Answer		Max Mark									
6(c)	<b>Study the table showing Development Indicators for the countries of Cuba and Kenya.</b> <table border="1"> <thead> <tr> <th>Development Indicator</th> <th>Cuba</th> <th>Kenya</th> </tr> </thead> <tbody> <tr> <td>Female Literacy Rate (%)</td> <td>99.8</td> <td>79.7</td> </tr> <tr> <td>Life Expectancy (years)</td> <td>77</td> <td>55</td> </tr> </tbody> </table>		Development Indicator	Cuba	Kenya	Female Literacy Rate (%)	99.8	79.7	Life Expectancy (years)	77	55	
Development Indicator	Cuba	Kenya										
Female Literacy Rate (%)	99.8	79.7										
Life Expectancy (years)	77	55										
6(c)(i)	<b>Use the information to explain why Cuba has better health care than Kenya.</b> 1 mark for people live longer, 2nd mark for development e.g. better doctors, health care, diet, living conditions.		[2]									
6(c)(ii)	<b>Use the information to explain why Cuba has better education than Kenya.</b> 1 mark for more women can read, 2nd mark for development e.g. equal access to education/ increased opportunities for girls.		[2]									
6(d)	<b>Name <u>two</u> other development indicators. Explain how each development indicator can show differences in development.</b> 1 mark for valid indicator, 2nd mark for development  Possible indicators could include: Infant mortality rate / babies dying ✓ health care/living conditions✓(dev) Death rate / people dying ✓ health care/living conditions✓(dev) Birth rate / babies born ✓ access to family planning/standard of living✓(dev) Calorie intake✓ shows how healthy diet is✓		[4]									
6(e)	<b>Some MEDC countries provide food aid to LEDCs. Explain two problems associated with food aid to LEDCs.</b> 1 mark for valid problem, 2nd mark if developed  May not reach those who most need it✓corruption, transport/ infrastructure problems, theft, ✓(dev) Affects local producers✓ cannot sell food if free food available✓(dev) Encourages dependency✓ rely on food aid rather than increase local production✓(dev)		[4]									
6(f)	<b>Case Study: An aid project in an LEDC.</b>											
6(f)(i)	<b>Give the name of the LEDC.</b>											
6(f)(ii)	<b>Describe the main features of the aid project.</b>											
6(f)(iii)	<b>Explain how sustainable the aid project is.</b>											

Section C		
Question Number	Answer	Max Mark
	<p>Case study will be marked using 3 levels:</p> <p>If no identifiable aid project/named LEDC = Level 2 – 5 marks max for valid ideas about aid/sustainability</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-3 marks]</b> Names a valid LEDC and describes one feature of the aid project with limited or no reference to sustainability. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [4-6 marks]</b> Names a valid LEDC and describes a second feature of the aid project and gives one idea about sustainability of project with attempt at development. Demonstrates some relevant knowledge and information 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.</p> <p><b>Level 3 [7-8 marks]</b> Names a valid LEDC and describes a second feature of the aid project and develops two ideas about sustainability or explains one idea with detail. Demonstrates thorough relevant knowledge and information based on a full range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Content Guide:</b>  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</p> <p>No credit for reference to aid charities/fundraising</p> <p>If only names valid LEDC = 1 mark</p>	[8]
<b>Section C Total</b>		<b>[25]</b>
<b>Paper Total</b>		<b>[75]</b>

## Assessment Objectives Grid (Includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	1			1
1(a)(ii)	2			2
1(b)(i)			2	2
1(b)(i)		4		4
1(c)		4		4
1(d)	4			4
1(e)	8			8
OR				
2(a)(i)			1	1
2(a)(ii)			1	1
2(a)(iii)			1	1
2(a)(iv)	1	1		2
2(b)(i)	2			2
2(b)(ii)		4		4
2(b)(iii)	2			2
2(c)	2	2		4
2(d)	8			8
And				
3(a)(i)			1	1
3(a)(ii)	2		1	3
3(a)(iii)	2			2
3(b)		3		3
3(c)	1	3		4
3(d)	2	2		4
3(e)	8			8
OR				
4(a)(i)			1	1
4(a)(ii)			1	1
4(a)(iii)		4	1	1
4(b)	4			4
4(c)		2		2
4(d)		4		4
4(e)	3	1		4
4(f)	8			8
And				



Question	AO1	AO2	AO3	Total
5(a)(i)			1	1
5(a)(ii)			1	1
5(a)(iii)		1		1
5(a)(iv)		2		2
5(b)	2	2		4
5(c)	1	3		4
5(d)	4			4
5(e)	8			8
<b>Total</b>	15	8	2	
<b>OR</b>				
6(a)(i)			1	1
6(a)(ii)			1	1
6(b)	3			3
6(c)(i)		1	1	2
6(c)(ii)		2		2
6(d)	4			4
6(e)		4		4
6(f)	8			8
<b>Paper Total</b>	<b>45</b>	<b>24</b>	<b>6</b>	<b>75</b>