GCSE/ELC

Geography B (Avery Hill)

OCR/JOINT WELSH EDUCATION COMMITTEE SPECIFICATION

General Certificate of Secondary Education **GCSE 1987**

Entry Level Certificate **ELC 3987**

Combined Mark Schemes And Report on the Components

June 2005

1987/3987/MS/R/05

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Mark Scheme 1987/01
June 2005

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A1: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)		1	1	2
(ii)	1	1		2
(b) (i)			1	1
(ii)	2			1
(c)(i)				1
(ii)				
(iii)	1	1		
(iv)		1	1	
(d)(i)	1	1		
(ii)	2	2		
(e)	2	2	1	
TOTAL	9(10)	9(10)	4(3)	8(7)

1 (a) (i) Credit 1 for each correct answer
Temperature 21ºC, Cloud Cover 0 oktas/none, Wind Direction NW, Wind Speed 3-7 knots (Any figure in between accept) (4 x 1) = **[4]**

(ii) ***more than, drizzle, a warm front, 1024*** (4 x 1) = **[4]**

(b) (i) 1 mark each for writing COLD along cold front and HIGH at area of highest pressure, inside 1024mb. (1 + 1) = **[2]**

(ii) 1 mark each correct answer i.e. ***High, Scandinavia, east***.
(3 x 1) = **[3]**

(c) (i) 1 mark for correct completion of plot; credit if do not join. **[1]**

(ii) 20ºC **[1]**

(iii) Basic definitions needed
<u>Examples:</u>
Weather is day to day changes (1) Accept temp OR rainfall (1)
Climate is the average of weather over a period of time e.g. 30 years (1)
(1 + 1) = **[2]**

(iv) Correct statements are first and last
i.e. *Between 1st and 16th August 2003 the daily temperatures recorded in the UK never fell below 20ºC*
Gravesend's average monthly temperature range is 16ºC
(1 + 1) = **[2]**

(d) (i) Can choose any problem to circle. 2 marks for causes. 0 marks for circling.

Examples
Rivers such as the Po in Italy have dried up because it caused less rainfall (1) so surface run-off was reduced (1) or high evaporation rates (1) due to hot weather (1).
Cows in Switzerland find there is no water to drink in lakes because of high temperatures (1) causing high evaporation rates (1) and reduced rainfall (1) causing low run-off rates (1)
In Romania wheat exports have been banned as crops fail due to lack of rainfall (1) meaning the roots cannot take-up water (1) causing dehydration (1) as well as hard soil which plant roots cannot grow in (1) high temps (1) causes more evaporation (1)

(1 + 1) = **[2]**

(ii) 1 mark for each way; 1 for the reason. Allow 2 max for elaborated reason. Can be people or environment.

Examples:
Drivers have problems on roads/traffic jams (1) **because** tarmac could melt (1) due to the heat (1) causing uneven surfaces (1)
Ice-cream sales/drink sales increase (1) **because** hot weather means people need to cool down (1) and drinks/ice-cream increase fluid levels (1) preventing dehydration (1) and cooling body temperature (1)
Death to people/animals (1) **because** hot weather cause still air/heatstroke (1) and can increase breathing difficulties/asthma (1) especially in elderly e.g. France (1)
Increase of sales/visitors in seaside resorts (1) **because** cooler breezes off sea (1) and heat encourages passive activity e.g. sitting on beach (1)
Forest fires (1) **because** of high temperatures (1) which evaporate away water (1) and make plants dry/vulnerable to burning (1) too hot to work (1) sunstroke (1) dehydration (1).

2 x (1 + 1) or (1 + 2 max) + 1 = **[4]**

(e) CASE STUDY: Must be low-pressure weather system e.g. specific Hurricanes, Cyclones, Tornadoes, Depressions. Flooding is a consequence of a weather event so should only credit in (iii) and max L1 = 2, causes of the weather event allowed if no location max L1 = 2, High pressure event L1 = 2.

Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[5 marks]**

Total marks: [30]

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A2: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				2
(ii)		1		
(iii)	1			
(b) (i)			2	2
(ii)	2			
(iii)				1
(c)(i)		1		
(ii)	1	1		
(iii)		2		1
(iv)	2	2		
(d)(i)	2	2		
(e)	2	2	1	
TOTAL	**10 (10)**	**11 (10)**	**3 (3)**	**6 (7)**

2 (a) (i) Two from Pacific, Indian or Atlantic Ocean. (1 + 1) = **[2]**

(ii) Either seas are too deep (1) or seas too cold (1) lack of sunlight (1) **[1]**

(iii) Option 2: ***Plants and animals that are found in a sea or ocean*** **[1]**

(b) (i) ***North-east, 200km, Tropic of Capricorn, 18*°S** (4 x 1) = **[4]**

(ii) Focus on management and the future.
Example
Managing resources (1) so that they can be enjoyed by future generations (1) conserving (1) looking after (1) for the future (1) (1 + 1) = **[2]**

(iii) 2100 km or 2200km. **[1]**

(c) (i) If temperature of water increases then no new coral will form to replace the old coral so the ecosystem will suffer (1) warm water kills off coral (1) [**1]**

(ii) 1 mark for each reason.
Examples:
Tourism brings in >£500 million a year (1) creates jobs (1) tourists continue to visit (1)
The food webs of the GBR will be disrupted as some plants and animals depend on coral for habitats/limestone (1)
Without small plants/animals then those higher up the food chain will suffer or migrate (1) Opposites allowed. (2 x 1) = **[2]**

(iii) Choice from the diagram. 1 mark for activity; 2 for why it causes damage.
Examples
Tourist activity such as diving/snorkelling (1) can disrupt/scare the marine animals (1) and damage plants/coral with souvenirs (1)
Intensive fishing (1) can remove too many fish (1) meaning they are not being replaced at the same rate (1) causing an overall reduction (1)

Pollution from agriculture (1) can increase nutrients (1) which in shallow seas (1) can damage plants/animals by upsetting balance (1) can kill coral (1)
Pollution from sewage (1) AS ABOVE
Pollution from industry (1) AS ABOVE plus may mention industrial waste/metals damaging plants/animals (1)
Nutrients from deforestation (1) caused by soil being washed into sea (1) can affect nutrient balance (1)
Dredging activity (1) may deepen water (1) so becomes too deep for coral to receive sunlight (1) so reduce habitat/less coral growth (1)
Boot anchorages (1) mean anchors dropped in to coral (1) breaking it off the reef (1) and killing live coral/reducing coral reef (1) (1 + 2) = **[3]**

(iv) Examples from knowledge. 1 mark for activity and 1 for cause. Allow 3 max if well explained for one activity.
Examples:
Factories produce gases (1) so more heat trapped in atmosphere (1)
Burning fossil fuels/coal (1) increases carbon in atmosphere (1) stops heat leaving (1)
Increase in cars/vehicles and emissions (1) increases C_O2 content (1) trapping outgoing heat (1)
Deforestation (1) means less carbon taken into plants (1) so more left to trap heat (1) 2 x (1 + 1)
or (3 max + 1) = **[4]**

(d) **(i)** 1 mark for each way and 1 for how it would work. Focus on managing tourism, pollution and overfishing. Allow 3 max for good way/explanation.
Examples
Tourism – only allow in reef area through licensed boats/companies (1) so activity is managed (1) and access restricted (1). Increase awareness (1) through aquariums/info. Centres (1) or Friends of GBF club (1)
Pollution – increase deterrents to industry to pollute rivers that lead to GBF e.g. fines (1) or stringent laws (1) and bans (1) needs some qualification.
(3 max + 1) or 2 x (1 + 1) = **[4]**

(e) **CASE STUDY:** Expect TRF or small-scale deciduous woodlands – possibly desert/savannah or even the tundra if they have studied plant life. Looking for some specific description of plant structure with named species/layers and adaptation to rainfall/temperature regimes/growing seasons.
Inappropriate example = L1 = 2 If no location max L1 = 2. Accept lakes and rivers.

Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **(1/2 marks)**

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some user of specialist terms. Some accuracy in spelling, punctuation and grammar. **(3/4 marks)**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **(5 marks)**

Total marks: [30]

PEOPLE AND PLACE

QUESTION B3: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)			1	1
(ii)	1	1		2
(b) (i)	1			
(ii)		1		
(iii)		1		1
(c)(i)	1	1		2
(ii)	1	1		
(d)(i)			1	1
(ii)	1	1		1
(iii)	2	2		
(e)	2	2	1	
TOTAL	9 (10)	10 (10)	3 (3)	8 (7)

3 (a) (i) Credit shading Areas 1 and 4 (1 + 1) = **[2]**

(ii) 1 mark each: ***east, Stoke-on-Trent, 9443, commuters***. (4 x 1) = **[4]**

(b) (i) Option 2: *A contour is a line on a map joining up places of the same height*.

[1]

(ii) Reason may be based on map 2 or knowledge
Examples
Cookshill is closer to Stoke on Trent for commuting (1)
Cookshill is on flatter land (1) so easier to build housing (1)
Cookshill is closer to valley route to NW and across valley (1)
May have been easier to buy/obtain land for building in Cookshill (1)
Planning permission may have been easier to obtain in Cookshill (1) **[1]**

(iii) Answers should refer to floodplain (A) and relief (B)
Examples
Area A: lacks housing because low-lying land near River (1) could get flooded (1) unstable foundations for housing (1) drains indicate wet/floods (1)
Area B: steep slopes (1) and high land (1) make communications difficult (1) plus no flat land for building (1) exposure to elements (1) (1 + 1) = **[2]**

(c) (i) Credit any difference; second mark is for use of figures. Must be comparative. Can just quote 2 different figures.
Examples
Fewer % under 16 (1) by 5% (1)
Higher % over 60 (1) by over 5% (1)
Can pick any age group e.g. 60-74 higher (1) 3.2% (1) 2 x (1 + 1) = **[4]**

(ii) 1 mark for basic reason and 1 mark for elaboration/explanation
Examples
Fewer young people may mean closure of primary school (1) so have to travel elsewhere (1); closure of youth clubs (1) so little to do in villages (1)
Higher old people may mean increased housing/bungalows (1) so they can stay in the village (1); improved public organisations transport (1) so they can get out (1). (1 + 1) = **[2]**

(d) (i) 1 mark for one correct line drawn; 1 mark for shading. /labelling
(1+ 1) = **[2]**

(ii) Can be 1 point well explained or 2 with some explanation. Figures not essential.
Examples
Rich (1) because have high car ownership (1) and own houses (1)
More own their own house (1) so must have reasonable income to pay mortgage (1) or possibly cash for housing (1)
Few do not have a car in the village (1) so must have reasonable income (1)
More than half have two or more cars (1) so must have a high income (1) to afford to run them and pay the costs of commuting (1)
(1+1)+1)= **[3]**

(iii) Could be from MEDC or LEDC; allow 3 max for good reason well-explained.
Examples:
Less air or noise pollution than in city (1) due to less traffic/factories (1)
Less crime (1) due to less poverty/better wealth (1)
Possibility of better schools (1) away from problems of inner-city areas (1)
Better quality of life for family/young children (1) because of cleaner air (1)
Cheap housing not acceptable. Pollution type only once.
(3 max + 1) or 2 x (1 + 1) = **[4]**

(e) CASE STUDY: Expect patterns of housing from MEDC cities especially in UK but could be LEDC cities. Max L1 = 2 if write about models or in generic terms rather than about a specific place and its housing zones. Levels of response mark scheme. Work upwards from lowest level. Award QWC level firs then Geography level/mark. Places must be named. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

(1/2 marks)

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

(3/4 marks)

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

(5 marks)

Total marks: [30]

PEOPLE AND PLACE

QUESTION B4: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)			1	2
(b)(i)	1			
(ii)		1		1
(iii)	1	1		
(c)(i)			1	2
(ii)				1
(iii)		2		
(iv)	1	2		
(d)(i)	2			2
(ii)	2	2		
(e)	2	2	1	
TOTAL	9(10)	10(10)	3(3)	8(7)

4 (a) (i) ***West Bengal, 8 million, Bangladesh.*** (3 x 1) = **[3]**

(b) (i) Option 1: ***The land-use is mainly housing*** (1) **[1]**

(ii) By the river Hoogley (1), close to/along the river (1) near the railway (1) close to the airport (1) central areas (1) (1 + 1) = **[2]**

(iii) Answer must link to water or cheap land. 1 mark for reason, 1 for explanation.
Examples
Supply of water (1) for production processes (1) for power (1)
Industry produces waste (1) which can be disposed in the river (1)
Goods need transporting (1) so cheap water transport to port areas (1)
Cheaper land by river (1) viz. flooding
Close to railway as wasteland often cheap (1) and can transport goods (1)
Close to airport for transporting materials/goods (1) and land may be cheap (1) (1+1) = **[2]**

(c) (i) 1 mark for trend, 1 for qualified trend, 1 for use of figures.
Examples
Increased (1) gradually/steadily/consistently (1) from 500,000 to 3 million/by 2½ million (1) ½ million every 20 years (1)
(1 + 1 + 1) = **[3]**

(ii) Correct plot on graph (1) **[1]**

(iii) 1 mark for each reason. Can be push/pull factors or internal reasons.
Examples
Influx of people from rural areas (1) lack of farming opportunities (1)

perceived job opportunities (1) better housing (1) better health (1) better education (1)
Increase in health facilities (1) High birth rate (1) Low death rate (1) High natural increase (1)

(2 x 1) = **[2]**

(iv) 1 for problem; 2 for explanation of why it is a problem.
Examples
Overcrowding (1) because not enough housing available (1) so may lead to health/stress (1) pressure on land resources (1) water pollution of rivers (1)
Unemployment (1) because not enough jobs available (1) so many people unemployed with low Q of L (1)
Services cannot cope (1) due to rapid influx not met by council funding (1) so problem of lack of e.g. schools/hospitals/public transport (1)
Civil unrest (1) due to stress/frustration of crowding in large city (1) leading to conflicts (1) large number of squatters (1) (1 + 2) = **[3]**

(d) (i) 1 mark for each way; 1 for how each should improve QL. Allow 3 max for good way/explanation.
Example
Provided street lights (1) so safer environment at night (1)
Provided roads (1) so transport facility improved (1) and less dust/accidents likely (1)
Improved drainage/sewage (1) so less chance of disease/visual ugliness/smell (1) (3 max + 1) or 2 x (1 + 1) = **[4]**

(ii) Must be two different ways from KMC. 1 mark for each way; 1 each for how it would work. Credit transferable example from other cities. Allow 3 max for each way. How it improves life for the people.
Examples
Provide raw materials to community (1) who can then build their own housing and improve QL (1) electricity into houses (1)
Provide expertise for training community (1) so become self-sufficient in building skills (1)
Provide labour-intensive council jobs (1) so unemployment decreases (1) and many people can contribute to developing local economy/gaining income/self-esteem (1)
Provide water taps (1) so people can have clean water for drinking/washing (1) and less chance of water-spread disease e.g. cholera (1) 2 x (1 + 1) or (1 + 3 max) = **[4]**

(e) CASE STUDY: Services can be from urban or rural but must have changed. Could be one service or combined e.g. expect shopping (increased out-of-town stores/declining corner shops), transport schemes plus modern service such as internet cafes. Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.
Housing alone L1 = 2 LEDC L1 = 2 If no location max L1 = 2

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

[1/2 marks]

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

[5 marks]

Total marks: [30]

WATER, LANDFORMS AND PEOPLE

QUESTION C5: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	1			
(ii)	1			
(iii)		1	1	2
(b)(i)			1	1
(ii)				1
(iii)				1
(iv)		2		
(c)(i)			1	1
(ii)	1			2
(iii)	2	2		
(d)	2	2		
(e)	2	2	1	
TOTAL	9 (10)	9 (10)	4 (3)	8 (7)

5 (a) (i) Option 2: ***A watershed is the boundary of a drainage basin*** (1) **[1]**

(ii) Option 1: ***A drainage basin is the area from which a river collects its water*** (1) **[1]**

(iii) 1 mark each for ***East Sussex, 15, south, confluence*** (4 x 1) = **[4]**

(b) (i) 1 mark for shading the floodplain, 1 mark for putting M where the river meets the sea. (1 + 1) = **[2]**

(ii) South (1) **[1]**

(iii) Need to identify the straightened course or the old meanders**.**
Examples
Photo shows old meanders are cut-off from original course (1)
Old meanders do not have much water in them as river not flowing there now (1)
Present course clearly straightened/artificial (1) **[1]**

(iv) Two simple or one elaborated explanation.
Examples
May have been flooding (1) so straighter course removed water from valley more quickly (1) because less distance to travel (1) Makes water flow faster (1)
Narrow valley/floodplain may encourage flooding (1) and old course of meanders meant water stayed here for a long time (1) (1 + 1) or (1 x 2) = **[2]**

(c) (i) Credit 1 mark for upper half from R and 1 mark for lower half from S of old meanders between the points. **[2]**

(ii) Floodplain – 515985 Meander – 519991 Steep valley side - 512003

(3 x 1) = **[3]**

(iii) Can choose any of 3 above or any other on map or any they have studied. Need not be specific as this is not a case study e.g. allow generic waterfalls, deltas, ox-bow lakes. A river itself is NOT a landform. Look for 4 points. Can all be on sketch. Delta OK if refers to river processes (4 x 1) = **[4]**

(d) Credit any river flood management scheme that could be attempted.
Examples: Can only be **ONE WAY**
Method: Dredge the river channel (1)
Why it would work: would deepen channel (1) so increases capacity (1) so more water would stay in the river (1)
Method: Build up embankments (1)
Why it would work: would increase capacity (1) and allow more water to stay in channel (1) so less overflowing onto floodplain (1)
Method: build dam upstream (1)
Why it would work: water flow can be controlled (1) so in time of heavy rainfall it can be kept in the reservoir (1) so flow can be kept within the river channel (1) (1+ 3) = **[4]**

(e) CASE STUDY: Answer must use coastal landforms relevant to the work of the sea i.e. NOT sand dunes at the coast such as Studland. Expect caves, arches, stacks. Allow delta if refers to action of sea in forming it. River landforms = no marks. Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.
If not specific place L1 = 2 max. If inappropriate landform e.g. sand dunes L1 = 2

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

[1/2 marks]

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

[5 marks]

Total marks: [30]

WATER, LANDFORMS AND PEOPLE

QUESTION C6: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	1		1	2
(b) (i)			1	
(ii)		1		1
(c)(i)	1			2
(ii)	2	2		
(iii)	1	2	1	
(iv)		1		1
(d)(i)		1		
(ii)	2	1		1
(e)	2	2	1	
TOTAL	9(10)	10(10)	4(3)	7(7)

6 (a) (i) 1 mark each for **sea, South Africa, north, source**. (4 x1) = **[4]**

(b) (i) 1 mark for reason from article
Examples
Growing industry (1) or growing population (1) large population (1) **[1]**

(ii) 1 mark for each way from article
Examples
Tunnels (1) and into rivers (1) (1 + 1) = **[2]**

(c) (i) 1 mark for each correct label. (3 x 1) = **[3]**

(ii) 1 for correct process, 1 for reason why. Allow 2 max if elaborated reason.
D = Surface run-off (1)
Reason: because the mountains appear bare (1) likely to be impermeable (1) steep slopes (1)
E = Evaporation (1)
Reason: because of large water surface (1) high temperatures in some months (1) 2 x (1 +1) or (1 + 2 max) + 1 = **[4]**

(iii) Reasons can be from Photograph or climate information. Allow 3 max for good elaboration.
Examples:
Impermeable rocks (1) so high surface run-off (1)
Steep slopes (1) so run-off gets quickly into reservoir (1) makes dam cheaper/safer to build (1)
Bare mountain sides/lack of trees (1) so no vegetation to slow overland flow (1)
Lack of vegetation (1) so no water use in evapo-transpiration/roots (1) due to high land (1) High total rainfall over 1000 mm (1) so reservoir unlikely to run low (1) Few houses (1) Low population density apparent (1) so little conflict/relocation issues (1) Narrow valley (1) so cheaper to build dam (1) (2 x 2) or (3 max + 1) = **[4]**

(iv) Can be from article or understanding of climate graph.
Examples
30,000 people had to be relocated (1)
Farmland/villages had to be flooded (1)
Although rainfall high in total, low years June-August (winter) (1)
Quite warm in summer (November-February) so evaporation could be high (1)

(2 x 1) = **[2]**

(d) (i) One reason needed from sources.
Examples
No minerals to sell/export (1) surplus water (1) poor country (1)
Subsistence farming so no crops to sell to improve trade (1)
Soil erosion means less areas to grow food so may starve (1)
Being paid £20 million so compensates for lack of resources (1) **[1]**

(ii) Data provided as a prompt to some ideas but can ignore! 2 elaborated answers
Examples
Could improve safe water (1) which may improve life expectancy which is only 56 (1)
Could invest in hospitals/clinics (1) and reduce infant mortality rate (1)
Could invest in schools/education (1) and increase literacy rate (1) thereby giving greater access to better jobs/income (1)

(3 max + 1) or (2 x 2) = **[4]**

(e) CASE STUDY: Expect UK examples such as Minehead or Lincolnshire or East Coast schemes. Unlikely to be many from overseas! (Could be Dutch coastal sand dunes). Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary. Work of rivers = 0 If no location max L1 = 2 If inappropriate example max L1 = 2

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

[1/2 marks]

Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

[5 marks]

Total marks: [30]

Mark Scheme 1987/02
June 2005

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A1: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)			1	1
(ii)		2		2
(b) (i)	1			1
(ii)	1			1
(iii)		1	1	
(c)(i)				2
(ii)	1	1		
(iii)		1		1
(d)(i)	2	2		
(e)	4	2	2	
TOTAL	**9(10)**	**9(10)**	**4(3)**	**8(7)**

1 (a) (i) Credit 1 for 1 or 2 correct; 2 for 3 or 4 correct.
Temperature 21ºC, Cloud Cover None, Wind Direction NW, Wind Speed 3-7 knots. Accept dry/no rain; pressure more than 1032mb (2 x 1) = **[2]**

(ii) 1 mark for each difference, 1 for reason
Examples:
B is colder/6ºC colder (1) because it is further north (1) because it is cloudy (1) B is cloudier/8 oktas to none (1) because it is close to the warm front (1) depression approaching (1) drop in air pressure (1)
Rain/drizzle is falling at B (1) because it is close to rising air at the warm front (1)
Wind direction is SSE/SE not NW (1) because it is circulating anti-clockwise around low pressure (1)
2 x (1 + 1) = **[4]**

(b) (i) 1 - A cold front (1) 2 = An area of high pressure (1) (1 + 1) = **[2]**

(ii) 1026 or 1026 mb (1) Over Scandinavia/Norway/Sweden (1) NE of the UK (1)
(2 x 1) = **[2]**

(iii) Light – because 1020/1016 isobars are far apart (1)
Dry – because easterly winds coming over continent/lack of clouds (1)
(1 + 1 = **[2]**

(c) (i) 38ºC (1) on 10th August 2003 (1) Must have unit. Month/year not essential.
(1 + 1) = **[2]**

(ii) Basic definitions needed
Examples:
Weather is day-to-day changes (1)
Climate is the average of weather over a period of time e.g. 30 years (1)
(1 + 1) = **[2]**

(iii) Look for an idea that averages/statistics are a record over time based on varying measures/extremes (1) so actual weather could be very different (1) e.g. in August average at Gravesend is 20ºC (1) so could plan picnics/BBQs/cricket/beach visit but actual temp. could be extremes e.g. too hot/too cold for activities (1). Credit good examples. (1 + 1) = **[2]**

(d) (i) 1 mark for way (W); 3 for cause (C). Can be people or environment. Credit negative ways.

Examples

Drivers have problems on roads/traffic jams (1) **because** tarmac could melt (1) due to the heat (1) causing uneven surfaces (1)

Ice-cream sales/drink sales increase (1) **because** hot weather means people need to cool down (1) and drinks/ice-cream increase fluid levels (1) preventing dehydration (1) and cooling body temperature (1)

Death to people/animals (1) **because** hot weather cause still air/heatstroke/dehydration (1) and can increase breathing difficulties/asthma (1) especially in elderly e.g. France (1)

Increase of sales/visitors in seaside resorts (1) **because** cooler breezes off sea (1) and heat encourages passive activity (1) e.g. sitting on beach (1)

Forest fires (1) **because** of high temperatures (1) which evaporate away water (1) and make plants dry/vulnerable to burning (1) (1 + 3) = **[4]**

(f) CASE STUDY: Must be low-pressure weather system e.g. specific Hurricanes, Cyclones, Tornadoes, Depressions, monsoon weather. Flooding is a consequence of a weather event so should only credit in (iii) and max L2. L1 = 2 max if high pressure for (iii) only. Levels of response mark scheme. Level 3 max if 1 or no groups. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which gives detailed descriptive points with some explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study

Total marks: [30]

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A2: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				1
(ii)		1		
(iii)	2			
(b) (i)				2
(ii)	2			
(iii)				1
(c)(I)		1		
(ii)	1	1	1	
(iii)	1	1		
(iv)		2		1
(d)	1	2		1
(e)	4	2	2	
TOTAL	**11(10)**	**10(10)**	**3(3)**	**6(7)**

2 (a) (i) Either Pacific or Indian Ocean or Atlantic Ocean. Not Caribbean Sea. **[1]**

(ii) Either seas are too deep (1) or seas too cold (1) or less sunlight/low temps. **[1]**

(iii) "Plants and animals"/wildlife/living things (1) in a "sea/ocean environment/habitat" (1 + 1) = **[2]**

(b) (i) Any two locational points.
Examples
North-east of Australia (1)
Within 200 km from coast (1)
Mostly N/NE of Tropic of Capricorn (1)
In the Coral Sea (1)
Off coast of Queensland (1) (2 x 1) = **[2]**

(ii) Focus on management and the future.
Examples
Managing resources (1) so that they can be enjoyed by future generations (1) (1 + 1) = **[2]**

(iii) 1950 - 2200 km. (unit not essential) **[1]**

(c) (i) If temperature increase continues then no new coral will form to replace the old coral so the ecosystem will suffer (1) will kill off coral (1) **[1]**

(ii) Example from knowledge. 1 mark for activity and 2 for explaining cause.
Examples
Increase in greenhouse gases/CFCs (1) so more heat trapped in atmosphere (1) which increases temperature (1)

Burning fossil fuels/coal (1) increases carbon in atmosphere (1) which stops heat leaving (1) *Increase in cars/vehicles and emissions* (1) increases C_O2 content (1) trapping outgoing heat (1)
Deforestation (1) means less carbon taken into plants (1) so more left to trap heat (1) (1 + 2) = **[3]**

(iii) Focus on the ecosystem OR economy. One reason and one explanation.
Examples
Tourism brings in >£500 million a year/millions of pounds (1) which is vital to economy for jobs etc. (1)
The food webs of the GBR will be disrupted (1) as some plants and animals depend on coral for habitats and limestone (1)
No small plants/animals (1) those higher up the food chain will suffer or migrate (1) (1 + 1) = **[2]**

(iv) Choice from the diagram. No mark for activity; 3 for why it causes damage.
Examples
Tourist activity such as diving/snorkelling can disrupt/scare the marine animals (1) and damage plants/coral with souvenirs (1)
Intensive fishing can remove too many fish (1) meaning they are not being replaced at the same rate (1) causing an overall reduction (1)
Pollution from agriculture can increase nutrients (1) which in shallow seas (1) can damage plants/animals by upsetting balance (1)
Pollution from sewage AS ABOVE
Pollution from industry AS ABOVE plus may mention industrial waste/metals damaging plants/animals (1)
Nutrients from deforestation (1) caused by soil being washed into sea (1) can affect nutrient balance (1)
Dredging activity may deepen water (1) so becomes too deep for coral to receive sunlight (1) so reduce habitat/less coral growth (1)
Boat anchorages mean anchors dropped in to coral (1) breaking it off the reef (1) and killing live coral/reducing coral reef (1) (3 x 1) = **[3]**

(d) 1 mark for one way (W) and 3 for how (H) it would work. Focus on managing tourism, pollution and overfishing.
Examples
Tourism – only allow in reef area through licensed boats/companies (1) so activity is managed (1) and access restricted (1). Increase awareness (1) through aquariums/info. Centres (1) or Friends of GBR club (1)
Pollution – increase deterrents to industry to pollute rivers that leave to GBR e.g. fines (1) or stringent laws (1) plus awareness programmes re damage (1)
Overfishing – limit licenses to certain areas (1) and impose quotas on catches (1) plus monitoring by guards (1) and fines/bans (1)
(1 + 3) = **[4]**

(f) **CASE STUDY:** Expect TRF or small-scale deciduous woodlands – possibly desert/savannah or even the tundra if they have studied plant/animal life. Looking for some specific description of plant/animals with named species and adaptation to rainfall/temperature regimes/growing seasons. Max L3 if only plants or animals. L1 = 2 max if marine ecosystem. Accept lakes, ponds, rivers.

Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show includes some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which gives detailed descriptive points with some explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study

Total marks: [30]

PEOPLE AND PLACE

QUESTION B3: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)			1	1
(ii)	1	**1**		2
(b) (i)		**1**	1	2
(ii)		2		
(c)(i)				1
(ii)		1		1
(iii)	2			1
(d)(i)	2	2		
(e)	4	2	2	
TOTAL	**9(10)**	**9(10)**	**4(3)**	**8(7)**

3 (a) (i) Two relative points needed. Can be reverse direction.
Examples
Caverswall to SE of Cookshill (1) approx. 0.5/0.8 km between centres or 500/800 metres (1)
Accept two accurate G.R. (4 or 6 figures) (2 x 1) = **[2]**

(ii) 1 mark for each reason; 1 mark for map evidence. Not vague 'accessibility'.
Examples
Cookshill on flatter area of land (1) east of River Blithe floodplain (1) just above 180 metre contour (1) may be easier to build (1)
Caverswall on steeper area of land (1) around 185/190 metre contours (1) so less easy to build (1)
Cookshill closer to Stoke to NW (1) so more demand for housing from commuters (1) 2 x (1 + 1) = **[4]**

(b) (i) Credit any difference; second mark is for use of figures. If just figures without comparison - 1 max.
Examples
Less % under 16 (1) by 5% (1)
Higher % over 60 (1) by over 5% (1) 2 x (1 + 1) = **[4]**

(ii) 1 mark for reason and 1 mark for elaboration/explanation
Examples:
Fewer young people may mean closure of primary school (1) so have to travel elsewhere (1); closure of youth clubs (1) so little to do in villages (1)
Higher old people may mean increased sheltered housing (1) so they can stay in the village (1); improved public organisations/transport (1) so they can get out (1). (1 + 1) = **[2]**

(c) (i) 90% (Do not have to put %) **[1]**

(ii) 1 mark for way and 1 mark for reason.
Examples
Fewer people do not have a car in the village (1) because public transport is poor so need cars to access work/shopping/leisure (1)
More have two or more cars (1) as it reflects on wealth of people living in village (1) plus need for family to use for different journeys/needs (1)

(1 + 1) = **[2]**

(iii) 1 mark for judgement of income levels; 2 for justification using statistics.
Examples
Income levels likely to be high (1) because of high car ownership (1) esp. with over 52.9% owning two cars (1) and because of 90% owning a house (1) (1 + 2) = **[3]**

(d) Could be from MEDC or LEDC, allow 3 max for good reason well-explained. Do not credit opposite twice. Max 3 if only push or pull factors.
Examples
Pull: Less air or noise pollution than in city (1) due to less traffic/factories (1)
Possibility of better schools (1) away from problems of inner-city areas (1)
Better quality of life for family/young children (1) because of cleaner air (1)
Push: High air/noise pollution in city (1) due to heavy traffic/factories (1)
Perception of parents that city schools may offer poor quality of education (1) and limited chances to obtain good qualifications (1)
High crime/risk rates (1) lead to movement into rural areas where lower crime/risk expected (1) (3 max + 1) or 2 x (1 + 1) = **[4]**

(e) **CASE STUDY:** Expect patterns of housing from MEDC cities especially in UK but could be LEDC cities. Max L1 = 2 if write about models or in generic terms rather than about a specific place and its housing zones. L1 = 2 max if village or housing only. L3 max if no group or 1 group. Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which gives detailed descriptive points with some explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study.

Total: [30]

PEOPLE AND PLACE

QUESTION B4: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)			1	2
(b)(i)	2			
(ii)				1
(iii)		1	1	
(c)(i)		1		2
(ii)		1		
(iii)	1	1		
(d)(i)		1		1
(ii)	3	3		
(e)	4	2	2	
TOTAL	**10(10)**	**9(10)**	**4(3)**	**6(7)**

4 (a) (i) Any three accurate locational points
Examples
In West Bengal (1), west of/near border of Bangladesh (1), in NE India (1), on coast of Bay of Bengal (1) (3 x 1) = **[3]**

(b) (i) RLU – housing areas (1) where people live (1)
CLU – shopping/retail/business areas (1) Accept CBD (1) (1 + 1) = **[2]**

(ii) By the river Hoogly (1), western side of Kolkata (1) close to/along the river (1) airport (1) some by railway (1) NOT towards outskirts (1) through centre (1) **[1]**

(iii) Answer must link to water or cheap land or transport link. 1 mark for reason, 1 for explanation.
Examples
Supply of water (1) for production processes (1)
Industry produces waste (1) which can be disposed in the river (1)
Goods need transporting (1) so cheap water transport to port areas (1) or save transport costs being close to airport/railway (1)
Cheaper land by river (1) viz. flooding (1); by airport due to noise/air pollution (1); by rail due to noise/air pollution (1 + 1) = **[2]**

(c) (i) 1 mark for each trend; 1 for figures. 2 max if no figures. Any combination.
Examples
Increased gradually/steadily between 1881 and 1961 (1) from half million to 3 million (1) then steeper rise in 20 years (1) of about 3½ million (1) or 1881-1981 overall rise of 6 million (1)
(1 + 1 + 1) = **[3]**

(ii) 1 mark for reason – no explanation needed.
Example
Influx of people from rural areas (1)
Increase in health facilities in city (1)
Less people dying (1)
People living longer (1)
Infant mortality rate falling (1)
Birth rate > death rate (1) **[1]**

(iii) 2 marks for explanations of each problem.
Examples
Overcrowding *because not enough housing available* (1)
Unemployment *because not enough jobs available* (1)
Services cannot cope *due to rapid influx not met by council funding of increased services* (1)
Civil unrest *due to stress/frustration of crowding in large city* (1)
Increase in health-related problems *due to lack of adequate housing/safe water* (1) (1 + 1) = **[2]**

(d) (i) No mark for way; 2 for how it should improve QL.
Examples
Provided 15,000 street lights *so safer environment* (1) so less chance of crime/accidents (1)
Provided 600 km of roads *so transport facility improved* (1) *and less dust/accidents likely* (1)
Improve drainage/sewage *so less chance of disease/visual ugliness/smell* (1)
Provided street lights so shops can stay open longer at night (1) so can increase income (1) (1 + 1) = **[2]**

(ii) Must be two different ways from the KMC. 1 mark for each way; 2 each for how it would work. Credit transferable examples from other cities e.g. site-service schemes. Allow 4 max for well-explained example.
Examples
Provide raw materials to community (1) who can then build their own housing (1) and develop skills which can use for self-employment (1)
Provide expertise for training community (1) so become self-sufficient in building skills (1) and can train others (1)
Provide labour-intensive council jobs (1) so unemployment decreases (1) and many people can contribute to developing local economy/gaining income/self-esteem (1)
Provide electricity to bustees (1) so people can use light (1) and heat for cooking (1)
Provide water taps/safe water (1) so people have less chance of water-spread disease (1)
Rebuild new housing/services elsewhere (1) so people have basic services (1) 2 x (1 + 2) = **[6]**

(e) CASE STUDY: Services can be from urban or rural but must have changed. Could be one service or combination e.g. expect shopping, transport schemes plus modern service such as internet cafes. L1 = 2 max if LEDC or housing. L3 max if no or one group. Accept changes in service industries.

Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show includes some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provides a balanced account which gives detailed descriptive points with some explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study. **Total marks: [30]**

WATER, LANDFORMS AND PEOPLE

QUESTION C5: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	1	1		
(ii)			1	1
(iii)				1
(b)(i)	2			
(ii)				1
(iii)				1
(iv)		2		1
(c)(i)				1
(ii)		1		
(d)(i)	2	2		
(ii)	2	2		
(e)	4	2	2	
TOTAL	**10(11)**	**10(10)**	**3(3)**	**6(7)**

5 (a) (i) Credit 1 mark for simple definitions
Watershed – the edge of the catchment area/drainage basin (1), a line on a map that separates drainage basins (1) where the rain separates in to two valleys (1)
Drainage basin – the area from which a river drains/collects its water (1)
Do NOT accept a catchment area as a definition (2 x 1) = **[2]**

(ii) Two locational points needed
Examples
East/South-east Sussex (1); 20 km from Brighton (1); north/west of Eastbourne (1) Between Seaford and Eastbourne (1)
(1 + 1) = **[2]**

(iii) 180 square km is nearest (units not necessary) **[1]**

(b) (i) A = Floodplain (1) B = Mouth/Estuary/beach (1) (1 + 1) = **[2]**

(ii) South (1) **[1]**

(iii) 1 km but allow 0.9/1.1 or 900 metres to 1100 metres. Unit needed for answer in metres. Accept between 1/2 and 3/4 mile (1) **[1]**

(iv) Need to identify the straightened course and the old meanders. 1 for evidence, 2 for reasons.
Examples
Evidence: photo shows old meanders are cut-off from original course (1)
Old meanders do not have much water in them as river not flowing there now (1)
Present course clearly straightened/artificial – could not be natural (1)

Reasons: May have been flooding (1) so straighter course removed water from valley more quickly (1) because less distance to travel (1)
Narrow valley/floodplain (1) may encourage flooding (1) and old course of meanders meant water stayed here for a long time (1)
(1 + 2 max) = **[3]**

(c) (i) Groynes **[1]**

(ii) To prevent longshore drift (1) **[1]**

(d) (i) Can choose Meander, Floodplain, River Valley from map/photo or any others they find on the map or any they have studied. Need not be specific one as this is not a case study e.g. allow generic waterfalls, ox-bow lakes, floodplains, deltas and river processes. A river itself is NOT a landform or river feature. Look for 4 creditable points. (4 x 1) =**[4]**

(ii) Credit any river flood management schemes; question not specific to Cuckmere. Must be two schemes. Accept 'afforestation' as method
Examples
Method: Dredge the river channel (1)
Why it would work: would deepen channel (1) so increases capacity (1) so more water would stay in the river (1)
Method: Straighten the river channel (1)
Why it would work: would shorten distance of river flow (1) so water would be moved away more quickly (1) so bankfull discharge unlikely to be reached so quickly (1)
Method: Build up embankments (1)
Why it would work: would increase capacity (1) and allow more water to stay in channel (1) so less overflowing onto floodplain (1)
Method: Build dam upstream
Why it would work: water flow can be controlled (1) so in time of heavy rainfall it can be kept in reservoir (1) so flow can be kept within the river channel (1) 2 x (1 + 1) or (1 + 2) + 1 = **[4]**

(e) CASE STUDY: Answer must be a coastal landform related to water i.e. not sand dunes. Expect caves, arches, stacks, spits. Accept deltas if relate to influence of sea. No marks for river landforms. L3 max if only give advantages or disadvantages.

Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied well. Provides a balanced account which gives detailed descriptive points with some

explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study. **Total marks: [30]**

WATER, LANDFORMS AND PEOPLE

QUESTION C6: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				2
(b) (i)			1	1
(ii)		1		1
(c)(i)	1			1
(ii)	2	2		
(iii)	1	2		1
(iv)		1	1	
(d)(i)	2	1		1
(e)	4	2	2	
TOTAL	10(10)	9(10)	4(3)	7(7)

6 (a) (i) Two locational points
Examples:
Within South Africa (1); West of Durban (1); within 300 km (1) south Johannesburg (1); South of Botswana (1) At source of Orange River (1) **Not** landlocked (1 + 1) = **[2]**

(b) (i) Growing industry (1), growing population (1) (1 + 1) = **[2]**

(ii) Tunnels (1) and into rivers (1) (1 + 1) = **[2]**

(c) (i) 1 mark for 1 or 2 correct labels; 2 marks for 3 or 4 correct labels.

1 = The River Outflow, 2 = The Katse Dam, 3 = Steep Valley Sides, 4 = The Reservoir (1 + 1) = **[2]**

(ii) 1 for correct process (proper terminology), 1 for simple reason.
D = Surface run-off/overland flow (1)
Reason: because the mountains are bare/impermeable/steep (1)
E = Evaporation (1)
Reason: because of the large water surface (1) high temperatures (1)

2 x (1 + 1) = **[4]**

(iii) Reason can be from Photograph or climate information. 1 mark for reason and 1 for explanation. Allow 3 max for one well explained reason.
Examples
Impermeable rocks (1) so high surface run-off (1)
Steep slopes (1) so run-off gets quickly into reservoir (1)
Narrow valley (1) makes dam cheaper/safer to build (1)
Bare mountain sides (1) so no vegetation to slow overland flow (1)
Lack of vegetation (1) so no water lost in evapo-transpiration/roots (1)
High total rainfall over 1000 mm (1) so reservoir unlikely to run low (1)
Low population density apparent (1) so conflict less likely (1)

(2 x 2) or (3 max +1) = **[4]**

(iv) Can be from article or understanding of climate graph.
Examples
30,000 people had to be relocated (1)
Farmland/villages had to be flooded (1)
Although rainfall high in total, low years June-August (winter) (1)
Quite warm in summer (November-February) so evaporation could be high (1)
Over 300km from Johannesburg (1) (1 + 1) = **[2]**

(d) Data provided as a prompt but can ignore! 2 elaborated responses needed.
Examples
Could make water safer (1) which may improve life expectancy which is only 56 (1)
Could invest in hospitals/clinics (1) and reduce infant mortality rate (1)
Could invest in machinery (1) to reduce 40% in primary sector (1) and increase yield beyond subsistence (1)
Could develop tourism (1) and infrastructure e.g. to visit Katse dam (1) thus increasing foreign income (1) and place on world map (1) as well as increase in GNP which is over 50x lower than UK (1)
Could invest in schools (1) decrease primary PTRs (1) leading to better education (1) (3 max + 1) or 2 x (1 + 1) = **[4]**

(e) CASE STUDY: Expect UK examples such as Minehead or Lincolnshire or East Coast schemes. Sand dune management OK if it is to protect coast e.g. Netherlands. Accept Thames barrier and similar schemes if coastal link. No marks for river management scheme e.g. Aswan Dam. Unlikely to be many overseas! Levels of response mark scheme. Work upwards from lowest level. Award QWC level first then Geography level/mark. Adjust if necessary.

Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **[1/2 marks]**

Level 2: Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **[3/4 marks]**

Level 3: Appropriate choice of case study applied very well. Provide a balanced account which gives detailed descriptive points with some explanation. Communication has a structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar. **[5/6 marks]**

Level 4: Appropriate choice of case study applied very well. Provide a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

NB. L2 = 4 max for 'anywhere' case study. **Total marks: [30]**

Mark Scheme 1987/03
June 2005

Part A

(a) Study the map on the opposite page.

(i) Complete the map by adding shading from the key to show the following information:

% of total earnings for primary industry	Country
17	Bolivia
4	Mexico

One mark for each accurately completed shading. (1 + 1) **[2]**

(ii) Use evidence from the map to circle the correct answer in the following passage.

Only four countries have more than 15% of their earnings from primary economic activity. Three of these are in *South* America. Generally, the further *north* you go the fewer the earnings from primary economic activity. Canada's earnings from primary economic activity are 0.5% of its total earnings. **[3]**

(iii) Primary jobs involve growing or extracting of raw materials.

Circle two examples of primary jobs in the list below.

Accept any form of correct identification of the two correct jobs. If three jobs are circled and two are correct credit with one mark.

Car assembly worker	teacher	*oil rig worker*
Hotel receptionist	*lumberjack*	factory worker

[2]

(iv) Some countries have a higher percentage of primary workers than others.
Suggest two reasons to explain why.

Accept two simple statements.

Examples:

In some countries/LEDCs:

many people live in rural areas. (1)
many people are involved in farming. (1)
farming has little machinery. (1)
have little money to mechanise their industry. (1)
many people are needed to work the land. (1)
mineral resources are often extracted. (1)
(1 + 1) **[2]**

(b) Study Graph 1 on Page 2 of the Resource Booklet. It shows the percentage of Canada's exports and imports between 1998 and 2002.

Using information from the graph tick the two correct statements below.

Credit one mark for each correctly ticked box. Credit one mark if three boxes are ticked and two are correct

- The total exports were always more than its imports. ✓
- The exports were at their highest in 2001. ✓
- The total imports were always more than its exports. ☐
- The difference between exports and imports was greatest in 2000. ☐

(1 + 1) **[2]**

(c) Study Graph 2 on Page 2 of the Resource Booklet. It shows British Columbia's exports and imports between 1998 and 2002. British Columbia is part of Canada.

(i) Use evidence from Graphs 1 and 2 to give two ways in which British Columbia's exports and imports are similar to those for Canada as a whole.

Credit two simple accurate statements. There is no need to quote figures from the graph.

In each case the gap widens between exports and imports between 1998 and 2000. (1)
After 2000 the gap between imports and exports is closing. (1) **[2]**

(ii) Use evidence from Graphs 1 and 2 to give two ways in which British Columbia's exports and imports are different from those for Canada as a whole.

Credit either two simple or one elaborated comparative statements. Elaboration may be by use of figures from the graph.
Example:

In Canada as a whole exports are always greater than imports, whereas in BC this is true until 2001. (1) when imports overtake exports. (1) **[2]**

(iii) Exports are goods and services being sold by a country to other countries.

What are imports?

Imports are "things bought from other countries" is the bottom line response. **[1]**

(iv) Suggest why a country or region will benefit if it exports more than it imports.

Credit either two simple or one elaborated statement.
Examples:

A country/region that exports more than it imports:

Will be a richer country; (1) so that it will be able to afford a higher level of services; (1) so people will have better healthcare; (1) so people will have greater access to education. (1)

Will have higher employment levels; (1) so individuals will have a greater disposable income; (1) so will be able to afford more luxury items. (1)
(2 x 1) or (1 + 1) **[2]**

End of part A **Total mark: [18]**

Part B

(a) Tourism is a major employer in British Columbia.
Study Map 1 on Page 3 of the Resource Booklet. Complete the following passage to describe the location of the Wickaninnish Inn.

One mark for each correct statement

The Wickaninnish Inn is located on the *west/south-west/Pacific* coast of *Vancouver Island*. In a straight line it is about *accept 150 to 180* kilometres to the west north west of Victoria. **[3]**

(b) Study the Web Page on Page 4 of the Resource Booklet. It is an advert for the Wickaninnish Inn.

(i) People who work at the Wickaninnish Inn have tertiary jobs.
What is meant by "tertiary jobs"?

Accept only a definition. An example is not sufficient. At bottom line response is "providing a service". **[1]**

(ii) Give an example of a **natural** feature that might attract visitors to the area around the Wickaninnish Inn.
Explain why it may attract visitors.

Credit one mark for naming the feature and the second mark for explaining why it might attract visitors. Examples may be taken from either the photograph or text.

Sandy beaches (1) for sunbathing; (1) beach activities. (1)
Rocky promontory (1) for rock pool fishing; (1) wave watching. (1)
Forests/woods (1) for walks/for watching wildlife. (1)
Sea/Pacific Ocean (1) for swimming; (1) paddling; (1) storm watching. (1)
(1 + 1) **[2]**

(iii) Giving an example of a **built** feature that might attract visitors to this area.
Explain why it may attract visitors.

Credit one mark for naming the feature and the second mark for explaining why it might attract visitors. Examples may be taken from either the photograph or text.

Inn (1) for accommodation/meals/good service/views from windows; (1)
Tofino; (1) picturesque/meals; (1) spa. (1)
(1 + 1) **[2]**

(iv) What evidence is there that the Wickaninnish Inn wants to attract visitors outside the summer holiday season?

Credit reference to winter activities. For example "winter storm watching". **[1]**

(c) Study Graph 3 on Page 5 of the Resource Booklet. It shows some changes in full and part time employment in British Columbia between 2001 and 2002.

(i) In which economic activity was there an increase in both full time and part time jobs?

agriculture. **[1]**

(ii) In which economic activity was the greatest decrease in full time jobs?

accommodation and food. **[1]**

(iii) How many full time jobs were lost in forestry, fishing, mining, oil and gas?

accept between 4200 and 4400. **[1]**

(iv) Explain how an increase in part time jobs may have a negative (bad) effect on the workers and their families.

(v) Explain how an increase in part time jobs may have a positive (good) effect on the workers and their families.

Credit either two simple or one elaborated effect. Examples:

Reduces family income; (1) so less spending power. (1)
Social stigma of inactivity; (1) increases family tension; (1)
Inability to pay regular bills; (1) so house/car at risk. (1).
(2 x 1) or (1 + 1) **[2]**

End of Part B **Total mark: [16]**

Part C

(a) Study Map 2 on Page 6 of the Resource Booklet.

(i) Link the heads and tails below to make sentences that describe the distribution of forests on Vancouver Island. One has been done for you.

One mark for each correctly linked sentence

The largest area of logged forest is	in the west of the island
Most of the remaining forest is	in the centre and south of the island
No forest grows in barren areas	near Port Hardy
There is an isolated area of logged forest	in the east of the island

(1 + 1 + 1) **[3]**

(ii) Logging is the removal of trees to sell for their wood. Use map evidence to suggest why the greatest area of logged forest is in the east of the island.

Credit only either two simple or one elaborated. Examples:

Most roads are in the east; (1) these make transport of the wood easier. (1)
Ferry routes/ports are on east coast; (1) these enable export to the mainland. (1)
(2 x 1) or (1 + 1) **[2]**

(b) Study Map 3 on Page 7 of the Resource Booklet.

(i) Give two differences between salmon fishing and salmon farming.

Credit only comparative statements. A bottom line response might be:

"Salmon fishing is of wild fish whereas farmed salmon are cared for. (1)
Farmed salmon are fed by people while wild salmon are not." (1) **[2]**

(c) Study the news report below.

> **Huge Natural Gas find off Vancouver Island**
>
> **Enough natural gas to keep Canada in fuel for over 40 years has been found under the sea floor off the west coast of Vancouver Island.**
>
> **A spokesperson said that the methane could possibly earn hundreds of millions of dollars for the oil and gas industry.**

(i) Explain why this economic activity is likely to provide year round jobs.

Accept either two simple or one elaborated reasons. Examples:

Once operating, weather should not interfere; (1) so allowing production throughout the year. (1)
There is a demand for fuel throughout the year; (1) ensuring year round employment. (1)
Production platforms will be operating throughout the year; (1) so will need people to operate them; (1) and will need continual supplies. (1)
(2 x 1) or (1 + 1) **[2]**

(ii) Explain why this economic activity is unlikely to provide jobs that are sustainable for future generations.

Accept either two simple or one elaborated reason. Examples:

The gas is expected to last only 40 years; (1) so the jobs will be lost after this time. (1)
Natural gas is a non-renewable resource; (1) so will eventually run out. (1) **[2]**

(iii) Suggest why it is important that any new economic development on Vancouver Island provides sustainable year round jobs.

Credit either simple or elaborated responses. Reference could be made to either the specific need for full time employment or to the seasonal nature of tourism.
Examples:

Many current jobs are seasonal; (1) so there is a need for job that area available all year round. (1)
A lack of full time jobs/sustainable jobs will mean many families cannot afford to live on the island; (1) and will be forced to leave for work. (1)
(3 x 1) or 1 + (1 + 1) **[3]**

(d) The Vancouver Island Chamber of Commerce wishes to develop tourism. You are asked to advise it on what **other** industry it should develop.

Use the Factfile in the Resource Booklet to complete the matrix on page 10 to help you organise your ideas. Some of the matrix has been completed for you. You should spend about **15 minutes** completing the matrix.

Economic activity	Features	Effect on employment
Salmon Fishing	Government allows more salmon fishing than before ...	so there will be more jobs for people.
	Salmon arrival off Vancouver Island is seasonal …	So
Salmon Farming	This expects to support mainly year round jobs …	so there will be less seasonal unemployment.
	This is not disrupted by weather conditions …	So
Forestry	Wood prices are constantly changing …	so when less money is made people may be laid off.
	Logging costs are coming down all the time …	so
Oil and gas extraction	Multi-national companies invest in oil exploration …	so most managerial jobs could go to outsiders.
	There are large reserves of oil off Vancouver Island …	so

Use the information in your completed matrix on page 10 to help you write a letter to the Vancouver Island Chamber of Commerce. You may also use information from other parts of this paper and ideas of your own.

The Vancouver Chamber of Commerce has decided to develop tourism. You should advise which **one other economic activity** should be developed to create sustainable and year round jobs for the future. Explain why your choice is better than the other three economic activities.

To the Vancouver Island Chamber of Commerce

I am writing to advise you to develop salmon fishing/salmon farming/forestry/oil and gas extraction (circle your chosen economic activity).

I have chosen this because_____

This section is marked using a levels of response mark scheme.

We are rewarding candidates for the quality of their answers as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to the choice made.

Candidate responses in the letter and matrix should be marked together. As the degree of integration for a level three response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.

Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.

Level One:
The candidate's response contains little specific detail about the area and there is no elaboration beyond that provided directly by the sources.
The standard of written communication may fall below that required to gain credit.

[1-4]

Level Two:
The candidate's response contains some specific reference to Vancouver Island and some of the statements contain elaboration. Information is communicated by brief statements. ***[5-9]***

Level Three:
The candidate's letter clearly relates to the development of industry on Vancouver Island. It uses elaborated statements that are consistent with the industry chosen. An attempt is made to compare all four industries. Must address both sustainability and the full time nature of jobs. Communication may be verbose or illogical. Limited number of specialist terms is used. There is some accuracy of spelling, punctuation and grammar.

[10-12]

Marking Procedures.

- *Look at the matrix first, and apply a levels mark (L1 or L2) in the text wherever you judge a statement at that level has been written.*

- *Write a statement at the bottom of the matrix to indicate the overall level so far attained, e.g. low/middle/high Level 1/Level 2.*

- *Now mark the letter again by indicating in the text where a contribution to a particular level has been made.*

- *As you are marking the letter, mark the first reference to*:

  - *"the sustainability of the jobs"* *with a 'S'*
  - *"full time nature of the jobs"* *with a 'F'*

- *Write "Comp" next to each different industry addressed.*

- *When both matrix and letter has been marked, apply a final mark that reflects the position of the candidate within the highest level attained, irrespective of whether that is in the matrix or letter.*

- *Write the mark next to the bracketed [12] on page 12 of the booklet. Write it with a level statement followed by a mark, e.g. L2 = 6. The levels statement should be to the left of the margin and the mark to the right of the margin.*

    - *Remember that you should apply no ticks when marking this section. Inform your checker of this.*

[12]

End of Part C **Total: [26]**

Assessment Matrix

Question	Knowledge	Understanding	Application	Skills
Part A (a)(i)				2
(ii)				3
(iii)	2			
(iv)	1	1		
(b)				2
(c)(i)			1	1
(ii)			1	1
(iii)	1			
(iv)	1	1		
Part B (a)				3
(b)(i)	1			
(ii)		1		1
(iii)		1		1
(iv)			1	
(c)(i)				1
(ii)				1
(iii)				1
(iv)	1	1		
(v)	1	1		
Part C (a)(i)				3
(ii)		1		1
(b)	1		1	
(c)(i)		2		
(ii)		2		
(iii)		3		
(d)	1	5	6	
	10	**19**	**10**	**21**

Mark Scheme 1987/04
June 2005

Part A

(a) Study the map on the opposite page.

(i) Complete the map by adding shading from the key to show the following information:

% of total earnings for primary industry	Country
17	Bolivia
4	Mexico

One mark for each accurately completed shading. (2 x 1) **[2]**

(v) Some of these countries have 5% or less of their total earnings from primary economic activities.

Describe their distribution on the map.

There are 2 countries in North America, (1) 1 or 2 countries in Central America, (1) 2 countries in South America (1). (2 x 1) **[2]**

(vi) Primary economic activities involves the growing or extracting of raw materials.

Give examples of four jobs in different primary economic activities.

Only one job from each primary economic activity accepted e.g. fishing, farming, forestry, mining, oil or gas extraction, quarrying.
Credit correct jobs.
1/2 jobs correct = 1 mark.
3/4 jobs correct = 2 marks **[2].**

(vii) Some Countries have a higher percentage of primary workers than others.

Suggest one reason for this.

Accept either 2 simple statements or 1 elaborated statement.
Examples:
Some countries have lots of resources to exploit (1).
Some countries have a high rural population; (1) who are involved in farming. (1)
There is little machinery on LEDC farms; (1) so many people are required to work the land; (1) so these are labour intensive industries. (1)
Mineral resources are often extracted in LEDCs; (1) but processed in MEDCs; (1) so more people needed in primary than secondary industries in LEDCs. (1)
They are unable to invest in secondary or tertiary industry (1) so they have to rely on primary industry(1)
(2 x 1) or (1 + 1) **[2]**

(b) Study Graph 1 on Page 2 of the Resource Booklet. It shows the percentage of Canada's exports and imports between 1998 and 2002.

Use evidence from the graph to compare the trends for Canada's exports and imports. *Between 1998 and 2001 exports increased whilst imports decreased.*

(1) After 2001 the trends reversed; (1) imports increased whilst exports decreased. (1)
Credit extended answer that uses peaks and lows. Max 1 if whole period not considered or if no comparison.
(2 x 1) one mark for each supported trend **or** mark for trend, mark for graph evidence. **[2]**

(c) Study Graph 2 in the Resource Booklet. It shows British Columbia's exports and imports between 1998 and 2002.
British Columbia is a province (region) of Canada.

Use evidence from Graphs 1 and 2 to show how the exports and imports of Canada and British Columbia are both similar and different.

Must give similarities and differences for full marks.
*Max 3 marks if **only** similarities or differences. Don't credit opposites. No data mark.*
Examples:
Similarities: The trends are similar; (1) generally there has been more exporting than importing (1) Both start at about the same point (1) Exports grow from 1998 to 2000 in both(1) Both stay at a relatively constant level (1)
Differences: In Canada exports are always greater than imports, whereas in British Columbia as a whole imports exceed exports during 2002. (1) The gap between them increases after 1998; (1)
Trends in British Columbia reverse in 2001, whereas in Canada it is in 2002. (1)
Exports peak in BC in 2000 but Canada's exports peak in 2001 (1)
(4 x 1) or 2 x (1 + 1) **[4]**

(d) (i) What are imports?

Goods and services being brought into the country from abroad. **[1]**

(ii) The difference between the value of a country's exports and imports is known as its balance of trade.
Suggest why it is important for a country to have a positive balance of trade.

Make sure opposites are not credited
Examples:
A country needs money to spend; (1) so that it can improve its services; (1) infrastructure. (1) or similar.
A country will find it difficult if it is in debt; (1) because it may have to borrow money (1) so it will increase its debt. (1)
A negative balance of trade means the country loses money(1) which will cause job losses(1)
(4 x 1) or 2 x (1 + 1) **[4]**

End of Part A **Total mark: [19]**

Part B

(a) Tourism is a major employer in British Columbia.
Study Map 1 on Page 3 of the Resource Booklet. It shows the location of Wickaninnish Inn.

Describe the location of Wickaninnish Inn.
Examples:
On the W/S/SW Coast; (1) Pacific Coast; (1) of Vancouver Island. (1) facing the Pacific(1)
160 kms; (1) NW of Victoria; (1) or other accurate distance or direction.
(1 + 1) 10 km (1) SE of Tofino (1)
Do not credit "near to " statements" **[2]**

(b) Study the web page on Page 4 of the Resource Booklet. It is an advert for the Wickaninnish Inn.

Use evidence from the advert to explain how both natural **and** built features might attract visitors to this area.
Look for (feature + explanation) for (1). Underline the reason/attraction, tick the feature.
Max 3 if only "natural" or "built" answers. National Park counts as both.
Examples:
"Natural" features: Sandy beaches for summer sunbathing; (1) Beautiful scenery to admire in all seasons; (1) rocky promontory for views; (1) weather for winter storm watching; (1)
"Built" features: Inn/Cedar building for accommodation; (1) for meals; (1) world class service; (1) views of scenery. (1) Spa for relaxation(1)
Either text or photo may be used. Credit explanation involving different groups of people.
(4 x 1) **[4]**

(c) Study Graph 3 on Page 5 of the Resource Booklet. It shows some changes in full and part time employment in British Columbia between 2001 and 2002.

(i) In which economic activity was there the greatest loss of full time jobs?
Accommodation and food or tertiary **[1]**

(ii) In which economic activity was there the greatest overall job gain?

Agriculture. Not primary. **[1]**

(iii) Give reasons why an economic activity may lose full time jobs but gain part time jobs.
Credit four simple or two elaborated answers.
Ensure that inference is that decision is made by the company for economic reasons.
Examples:
Workers may only be needed for a few hours; (1) occasional days each week; (1)
so more part time jobs are created. (1)
Part time workers have less rights; (1) so employers prefer them more than full time workers. (1)
Some industries require workers for short shifts; (1) seasons (1) so this suits part time workers rather than full time. (1)
(4 x 1) or 2 (1 + 1) **[4]**

There is no transfer of marks between part iii and iv.

(iv) Explain how an increase in part time job opportunities can have both positive and negative effects on the workers and their families.

Maximum 3 marks if only one type of effect.
Examples
Positive:
Creates more leisure time; (1) so people may be healthier; (1) less stressed; (1) can pursue other activities. (1)
Allows more family time; (1) so better bonding. (1)
Negative:
Reduces income; (1) so less spending power. (1)
May not be able to meet financial commitments; (1) so in debt; (1) so may have property repossessed; (1) may borrow money; (1) deeper in debt. (1)
Social stigma of inactivity; (1) creates tension; (1) may lead to family problems; (1) health problems. (1)
(4 x 1) or 2 x (1 + 1) or (1 + 1 + 1) + 1 **[4]**

End of Part B **Total mark: [16]**

Part C

(a) Study Map 2 on Page 6 of the Resource Booklet.

(i) Describe the distribution of the areas of logged forest on Vancouver Island.

Examples:
On the E/SE coast of the island; (1) along the road; (1)
An area in the NW, N, NE of island. (1) Around the ferry ports if named accurately (1)
(1 + 1) or 2x1 **[2]**

(ii) Logging is the removal of trees to sell for their wood. Use map evidence to explain the distribution of the logged forest areas.

Most trees logged near main cities so easy access to markets (1) workers (1).
Most trees logged near main roads so easy to move timber (1).
Most trees logged near main ports so easy to move/export timber (1).
(2x1) or (1+1) **[2]**

(b) Study Map 3 on Page 7 of the Resource Booklet.

State one difference between salmon fishing and salmon farming.
Only credit comparative statements.
Salmon fishing is of wild fish whereas salmon farming is of fish that are looked after. (1)
Farmed in one fixed location, whereas fishing over length of river (1)
Farmers pay for farmed fish food, fishermen do not pay for food for wild fish (1)
Farmed in sea, fished in river. (1)
Fishing is seasonal whereas farming happens all year round (1)
[1]

(c) Study the news report below.

> **Huge Natural Gas find off Vancouver Island.**
>
> **Enough natural gas to keep Canada in fuel for over 40 years has been found under the sea floor off the west coast of Vancouver Island.**
> **A spokesperson said that the methane could possibly earn hundreds of millions of dollars for the oil and gas industry.**

(i) This economic activity is likely to provide all year round jobs.

Explain why these jobs are unlikely to be sustainable for future generations.

Accept 2 simple or 1 elaborated statement.
The gas stock is only expected to last for 40 years; (1) so then jobs will not be needed. (1)
Natural gas is a non-renewable resource; (1) so will eventually run out. (1)
(1 + 1) or (2 x 1) **[2]**

(ii) Suggest why it is important that any new economic development on Vancouver Island provides sustainable jobs all year round.

Credit 2 elaborated responses, or 1 elaborated response and 1 or 2 simple statements. No elaboration – max 2

Examples:

Many jobs are seasonal; (1) so there is a need for jobs that are all year round. (1)

A lack of full time jobs/sustainable jobs will mean people do not have enough income to live; (1) and may leave the island to find work. (1)

A sustainable job will create jobs for future generations.

2 (1 + 1) or (1 + 1) +(2 x 1) or (1+1+1)+1 **[4]**

Economic activity	Features	Effect on employment
Salmon Fishing	Government allows more salmon fishing than before ...	So there will be more jobs for people
Salmon Farming	This expects to support mainly year round jobs …	So there will be less seasonal unemployment
Forestry	Wood prices are constantly changing	So
Oil and gas extraction	Multi-national companies invest in oil exploration	So

(d) The Vancouver Island Chamber of Commerce is already developing tourism. You are asked to offer advice on what **other** economic activities it should develop.

Use the Factfile in the Resource Booklet to complete the matrix on page 10 to help you organise your ideas. Some of the matrix has been completed for you. You should spend about **15 minutes** completing the matrix.

Use the information in your matrix on page 10 to help you write a report for the Vancouver Island Chamber of Commerce about your recommendations. You may also use information from other parts of this paper and ideas of your own.

The Chamber of Commerce has already decided to develop tourism. Devise a plan that will create both sustainable and full time jobs for Vancouver Island. Explain your choice of plan by referring to the advantages and disadvantages of all four economic activities.

The report below is my plan for developing the economic activities that will help Vancouver Island.

This section is marked using a levels of response mark scheme.

We are rewarding candidates for the quality of their answers as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to the choice made.

Candidate responses in the report and matrix should be marked together. ***As the degree of integration for a level two response falls outside that possible to demonstrate in the table alone, marks in the higher levels may, therefore, only be awarded to candidates who have completed the report.***

If only the matrix is completed do not award more than level 1.

Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.

Level One:
The candidate presents a response that is mainly descriptive with some elaboration. It contains some reference to Vancouver Island and some reference to either advantages or disadvantages of the development choices. Information is communicated through relatively brief statements. ***[1-5]***

Level Two:
The candidate presents a report where evidence is used concerning the development of economic activities on Vancouver Island. The chosen economic activities for development are clearly explained and an element of comparison is present. The needs of the Vancouver Island and its population are considered with reference to both sustainability and full time jobs. Justification of their choice is presented. Communication will be in the form of elaborated prose, with regular use of geographical terms. Spelling, punctuation and grammar will show some accuracy. ***[6-10]***

Level Three:
The candidate presents a report that deals with a range of viewpoints, both positive and negative, in detail. They are clearly linked to the issues concerned with economic development. The issues will be at a range of scales and address both sustainability and the need for full time jobs. An overall view of the situation is discussed, which includes a detailed comparison of the economic activities, leading to a clear justification of their choice. Reasoning is sophisticated. Geographical terms are used throughout and spelling, punctuation and grammar show considerable accuracy. ***[11-14]***

Marking procedures.

- *Look at the table first, and apply a levels mark (L1-, L1 or L1+) in the text wherever you judge a statement at that level has been written.*
- *Write a statement at the bottom of the table to indicate the overall level so far attained. E.g. low/middle/high Level 1.*
- *Now mark the report again, by indicating in the text where a contribution to a particular level has been made.*
- *As you are marking the report, use the following annotations.*
    - *'S' for the sustainability of jobs*
    - *'J' for the year round nature of jobs*
    - *'V' for needs of Vancouver Island*
    - *'C' for comparison of economic activities*
- *When both the report and the table have been marked, apply a final mark that reflects the position of the candidate within the highest level attained, irrespective of whether that is in the report or table.*
- *Write the mark next to the bracketed [14] on page 12 in the booklet. Write it with a level statement followed by a mark. E.g. L2 = 7. The levels statement should be to the left of the margin and the mark to the right of the margin.*
- *Remember that you should not apply ticks when marking this section. Inform your checker of this.* ***[14]***

Total mark: [25]

Assessment Matrix

Question	Knowledge	Understanding	Application	Skills
Part A (a)(i)				2
(ii)				2
(iii)	2			
(iv)	1		1	
(b)				2
(c)		1	1	2
(d)(i)	1			
(ii)	1	2	1	
Part B (a)				2
(b)		2		2
(c)(i)				1
(ii)				1
(iii)	1	2	1	
(iv)	2	2		
Part C (a)(i)				2
(ii)		1		1
(b)	1			
(c)(i)		2		
(ii)		3	1	
(d)	1	5	6	2
	10	**20**	**11**	**19**

Mark Scheme 3987/03
June 2005

1 (a) (i) West
650
Fort William **[3]**

(ii) Crops will die(1) / crops won't grow well(1) / lack of water (1) / don't have enough water (1) **[1]**

(iii) Hosepipe ban (1) / brick in cistern (1) / showers (1)etc.(Not use bottled water) share bath water(1) accept descriptions of items e.g. water butts. No car washes (1). **[1]**

(b) (i) 30 – 40m **[1]**

(ii) Oak, ash, beech **[1]**

(iii) Rabbits
Deer **[1]**

(iv) Fly away (1), die (1), homes/habitat (1), nowhere to live (1)
Lack of food (1). Not extinct. **[2]**

(v) B, A, C **[3]**

(c) (i) Correct plots 1 each (not necessary to join up). **[2]**

(ii) Can't grow food (1) Difficulty finding drinking water (1). (Not warm).
animals cannot get water (1) too hot (1) too dry (1). **[2]**

(d) (i) make use of surface water **[1]**

(ii) reach water underground **[1]**

(iii) stop moisture loss **[1]**

Total: [20]

2 (a) (i) Owner occupied – house belongs to the person living it
Private rented – rent is paid to a landlord **[2]**

(ii) Responses might include:
noise, crime, overcrowding
Attractions of countryside might include
open space, quiet, slower pace of life, alternative employment i.e. farm pollution must be qualified. **[2]**

(iii) More people use services, good social life
More noise, more traffic, busy roads. Pollution must be qualified.
Overcrowding/congestion in countryside. **[2]**

(b) (i) More Entertainment – pull
Better education - pull
Famine – push
Better medical care – pull (1-2 correct 1, 3-4 =2) **[2]**

(ii) wood **[1]**

(iii) Noise (1) Lack of privacy (1) Easy spread of diseases (1) No electricity (1) No running water (1) **[2]**

(iv) Building with bricks /breeze blocks **[1]**

(c) (i) Electricity **[1]**

(ii) Refuse collection **[1]**

(iii) Ease of access to water (1) clean water (1) fresh water (1) running water (1). Sewage - lack of diseases (1) illness (1) less human waste on street (1) **[2]**

(d) (i) play areas **[1]**

(ii) Trees and plants, wall painting. Anything from 4, 5 and 6 on diagram**.** **[1]**

(iii) Near to shops (1) near to employment (1) Community spirit (1) inexpensive houses (1) Reference to improvements from earlier part of questions (1 mark only) **[2]**

Total: [20]

3	**(a)**	**(i)**	seeds or pesticide, Food Factory, coffee	**[3]**
		(ii)	Primary farmer, secondary pea canner	**[2]**
		(iii)	Any relevant	**[1]**
	(b)	**(i)**	8% , 25%	**[2]**
		(ii)	MEDC	**[1]**
		(iii)	Processing themselves – make more money Increasing crops (1) fair trade (1)	**[2]**
	(c)	**(i)**	Plots 1 per correct	**[2]**
		(ii)	Cleaning (1) <u>or</u> as part of the item (1) cooling (1)	**[1]**
	(d)	**(i)**	3, 2, 1	**[3]**
		(ii)	Fish to die (1) <u>or</u> Smelly (1) water pollution (1)	**[1]**
		(iii)	Large fines (1) Laws - baseline response - <u>stop</u> factories (1) Filtering (1) (Any two answers)	**[2]**

Total: [20]

Report on the Units
June 2005

Chief Examiner's Report

Entry on previous syllabus (1998-2002) and current specification (2003-2005)

	1998	1999	2000	2001	2002	2003	2004	2005
Foundation	26,930	25,422	23,460	24,664	23,101	22,352	21,634	20,391
Higher	20,761	20,952	19,962	21,128	20,323	21,316	19,959	19,787
TOTAL	47,691	46,374	43,422	45,792	43,424	43,668	41,562	40,178

General Comments

The total entry for the examination was just over 40,000, a slight fall of 1,384 candidates on 2004 with 90% of these from the Foundation Tier entry. The table above shows the entry by tier and the historic change including the previous syllabus (1998-2002) and the first three years of the current specification.

It is pleasing to note the award of 62.2% A*-C grades; the first year in which any Avery Hill syllabus/spec. has passed 60%. A rise to 6.3% A* grades is also pleasing. Detailed comments on each component are to be found in the separate Principal Examiners' reports that follow but a few general points are worth noting.

This was the third year of the new specification. The time-lag between exam setting and candidates sitting the exam means that the second cycle of papers cannot take account of the exam performance from the first set of papers. However the third year can and many of the issues raised in 2003, including the time issue on Paper 2, seem to have been resolved in this year's papers. The handful of observations from entries related to the two coastal case studies and the vertical aerial photograph on Papers 1 and 2 with one query regarding the matrix on Papers 3 and 4. Only three letters were received regarding the timing on Paper 2. While not suggesting that there are no further issues to resolve, the 2005 papers proved more accessible than previous years. One major factor for Centres to note is that the *Water, Landforms and People* section has a unit called Rivers and Coasts. A small number of Centres are teaching Rivers or Coasts which disadvantaged their candidates in this part of the examination. Clearly Centres have also been training the candidates in giving greater precision and less verbosity in their answers which means that marks could be accumulated quickly leaving enough time to attempt all the case studies.

Administrative Matters

Many thanks to almost all Centres that had taken note of the requirement for a 12 or 16 page booklet for Paper 2. There are no reports of Centres using single sheets (or even plain paper as in 2004!) however a small number are using 8-page booklets, which necessitate string still! While most Centres now ensure that candidates write the numbers of the questions they attempt on the front of Papers 1 and 2 as required, a substantial minority do not do this which is frustrating for examiners. Centres are urged to have a presence at the start and end of the examination to ensure candidates do this.

1987/1 – Foundation Tier

General Comments

The paper proved to be a positive experience for the vast majority of candidates. The majority of Centres had entered their candidates for the appropriate tier and, due to increased accessibility; many candidates were able to achieve higher marks than in previous years. The use of 'rapid response' questions in each section, plus skills based questions such as graph completion and map work appeared to make the paper much more accessible to all candidates. Few candidates experienced problems with time this year; clearly Centres have spent time on ensuring candidates manage their time efficiently.

There was a demonstrable misunderstanding of key geographical terms like "weather", "climate", "sustainability", "watershed", and "drainage basin'" Rubric errors continue to be a problem for a number of candidates. Candidates who answered the incorrect number of questions tended to be also those who failed to complete the table on the front page of the answer booklet.

The overall feeling was that candidates had been better prepared for the Case Study than in recent years. Many candidates used the Case Study to good effect scoring higher marks than in previous years. The opportunity to provide labelled sketch map/diagrams in questions A2, B3, C5, and C6 was not taken up by many candidates. Those that did produced a very vague attempt at a map or diagram.

Comments on Individual Questions

Section A

Question A1

(a) Generally well answered by most candidates although some candidates confused the station model in the key with weather station A. Candidates who failed to answer this question tended to be the weaker candidates and so achieved low marks.

(b) Well answered by the majority of candidates with many showing a good knowledge of weather maps and the movement of pressure systems.

(c) Few candidates had problems with completing the graph and the majority could give the correct average monthly temperature at Gravesend in August. However the understanding of the specialist terms for "Weather" and "Climate" was very poor.

(d) Few candidates could give an explanation of two further ways the hot weather affected people or the environment. They had few problems in explaining the newspaper headlines but tended to use the same answers in trying to explain the two further ways.

(e) **Case Study**: Many candidates were able to explain Hurricanes but descriptions tended to be poor with better knowledge on how the Hurricanes affected people. A common response by a number of candidates was to write about flooding but demonstrate no knowledge of the weather event that caused the flooding.

Question A2

(a) Well answered with a good understanding of marine ecosystems and the location of where coral could be found.

(b) The circling of the correct answer in the passage was completed well by the candidates but the use of the specialist term "sustainability" was woeful. Measuring the distance between points A and B provided little difficulty for the candidates.

(c) A number of candidates gave very good answers for global warming and the threats to the coral reef ecosystem. However many candidates gave vague answers using terms such as "gases", "pollution" and "CFC's" without demonstrating how it might cause global warming.

(d) Some good answers to the ways that the Great Barrier Reef might be protected and conserved, however a great many candidates repeated answers from (c)(iii) which did not explain what effect the suggested methods would have for the future of the Reef.

(e) **Case Study**: In the case study there were many good examples of candidates using the Tropical Rainforest. Diagrams, where completed, tended to show the layering of the rainforest. Explaining how the vegetation is adapted to the climate was not completed very well.

Section B

Question B3
Despite the use of two ordnance survey maps and both at the scale of 1:10000 (the first time this scale has been used for a number of years) this question was answered well by candidates who chose it.

(a) Mostly answered well although the city of "Holdings" somehow became a popular answer based on the colour OS map. There may have been a layout problem with the location of part (i) below the map because a number of candidates failed to shade in the two areas as asked.

(b) The use of the term "contour" was not a problem for the candidates but the reason for the building of more houses in Cookshill than Caverswall proved difficult. Many candidates provided good map evidence to give reasons why Areas A and B did not have much housing in them using terms such as "the risk of flooding" and "the steepness of the land".

(c) Very pleasing responses to the age structures with many candidates using figures to identify differences. However very few candidates were able to explain how these differences affected services in the village.

(d) Very good answers by all candidates in this section. The vast majority completed the pie chart successfully and then went on to use the data to explain why the information provided accounted for differences in wealth. Reasons why people migrated from urban areas to rural areas were also explained well.

(e) **Case Study:** This case study provided far too many generic answers. Many candidates could name a city or town but few could relate to specific groups in named areas of that town or city. Diagrams, where completed, were based on the Burgess model and gave no description of named areas. Better answers occurred where candidates used examples from LEDC cities. Many candidates who chose these examples showed a good knowledge of places such as Rio and could name specific areas such as Rochina and Barra and the different groups who lived in these areas.

Question B4
(a) Very, very few candidates failed to achieve maximum marks in this question.

(b) Good use of the land-use map of Kolkata; nearly all candidates knew what "residential land-use" meant. Most could identify that industrial land-use occurred near rivers, railways, or the airport and most could explain the reason for the location.

(c) Good answers in all of this section. It is pleasing to report that candidates seemed much better prepared in terms of interpreting the graph. The vast majority answered well in describing the changes between the years 1881 and 1961 - a few used the figures up to 2001. Many candidates gave good explanations for reasons for growth and many candidates did try to think as a planner in the final part.

(d) Many candidates showed a very good understanding of quality of life. The stimulus materials gave a good lead into how the quality of life had been improved and many used their own knowledge of quality of life to explain two other ways of improving quality of life for the slum dwellers including self-help schemes and improved medical facilities.

(e) **Case Study**: The case study produced many inappropriate answers. Many answers were exclusively about housing, and a few candidates but mainly weaker ones used examples from LEDCs. Better candidates who scored high marks gave good examples about improvements in transport e.g. Metro systems in various cities or improvements in leisure facilities by the construction of new sports facilities. They then went on to explain how different groups of people had been affected by these changes.

Section C

Question C5
(a) Not all candidates were able to explain the terms "watershed" and "drainage basin" despite being given the correct answer in the multiple-choice boxes. Confluence also proved difficult for some candidates.

(b) This part was well answered by more able candidates who could use the Photograph to annotate the sketch map. Despite the photograph being a vertical aerial photograph and not an oblique one, few candidates did not give "South" in (ii). Few candidates could explain why the course of the river was changed.

(c) Candidates used the photograph and O.S. map well in this section. Few had difficulty with the annotated sketch; the vast majority could interpret 6-figure grid references. However, few could give an explanation of how a river landform was formed and many sketch diagrams were very poor. Better candidates did describe how waterfalls or ox-bow lakes were formed.

(d) Most candidates could suggest one way of preventing flooding in future but could not explain how it worked. Where candidates did explain schemes, such as demountable defences in Shrewsbury, they scored maximum marks but all too often candidates wrote about building a dam and then went on to discuss the Aswan Dam.

(e) **Case Study**: The case study was done well by the majority of the candidates but they were often poorly located. Diagrams, where drawn, were generally very

poor. Candidates did understand the processes but could not give suitable examples.

Question C6
(a) Generally well answered with candidates using the map to good effect.

(b) Many candidates had little difficulty in extracting the answers out of the information provided.

(c) Almost every candidate was able to put the correct letters on the sketch diagram. The interpretation of the photograph was not as well done as expected since candidates had the correct answer available but could not use it to good effect; explanations were also weak. Candidates struggled to give two reasons why the site was a good one for the dam and reservoir often just stating steep valley sides with no explanation of why that was important. Surprisingly disadvantages were not explained well even though there was a lot of evidence in the photograph and the text. It may be that the text had been forgotten about when they reached this part of the question.

(d) There were some very good explanations on how the money could improve the quality of life. This seems to be an area that is very well taught by centres and gives candidates a good grounding for this type of question.

(e) **Case Study**: This case study was well answered by candidates although sketch diagrams, where completed, were very poor as were specific locations of some schemes.

1987/2 – Higher Tier

General Comments

This Paper proved to be more accessible than the previous two years with candidates able to demonstrate their geographical knowledge, understanding, and skills without having to write mounds of prose. This gave more time for the three case studies to be attempted which the majority of candidates achieved. Some however still wrote full sentences and paragraphs for one-mark answers which then prevented them completing their third question.

Terminology was quite well understood by Higher Tier candidates although "watershed" was not well done and a surprising number gave incorrect compass directions and grid references. There is room for improvement in most case studies. Almost all candidates could reach Level 2 with some general comments but, to reach Levels 3 and 4, examiners are looking for specific locations and details about that location. A good example on Paper 2 was the B3 case study on different housing areas. Too many drew and discussed the Burgess model with no reference to the named town or city. This kind of "anywhere" case study will not gain credit beyond Level 2. This issue will be one focus of feedback meetings in the Autumn term.

Comments on individual questions

Section A

Question A1

(a) Well done by candidates who used the key and referred to the actual Station Circle as required; others described the weather around it in vague terms e.g. not very windy. A significant minority failed to compare the weather in (ii) or gave vague comparisons such as "a lot cloudier". Reasons were simply stated rather than explained e.g. close to a warm front. Some confused cold and warm fronts in explaining the temperature difference.

(b) Most candidates matched the numbers well although some thought that only one number (1 or 2) matched both features. Maybe the question could have been worded more effectively. There were no problems in identifying the highest pressure (adding millibars to the answer should be encouraged) nor it being in Scandinavia; a few gave the closest isobar of 1024 instead of 1026. (iii) was done poorly with no link to the winds coming from the continent and lack of cloud cover in the east. Hardly any reference was given to the space between the isobars in explaining the light winds.

(c) (i) was universally answered correctly. Definitions varied enormously but the majority understood the day-to-day element of weather and climate being over a longer period. Most could explain why there is usually variation in weather when compared to climate in (iii) although hardly any used examples of outdoor activities that might be affected.

(d) Only one way required here but it had to be different to those in the resource i.e. not crop failure, rivers drying up or animals lacking water. Too many did the same way mentioned. Those that tried to use another way that the hot weather would affect people or the environment, such as increase in resort activity or reservoirs having low levels causing hosepipe bans, scored well.

(e) **Case Study**: There were some good examples of weather events e.g. the 1953 and 1987 storms in the UK, several Hurricanes, especially Andrew, and some summer monsoon weather examples from Asia. There was a need here to describe the weather event. Too many candidates wrote about generic hurricanes or about what would happen if one occurred i.e. not about a specific Hurricane that did happen. Groups were lacking in several answers. There was the occasional anticyclone given. The Asian tsunami, not a weather event, gained no marks. Floods in Lynmouth and other floods that did not refer to the weather causing them were limited to Level 2 for effects only. A flood is a consequence of a weather event.

Question A2

(a) This question was answered well by most candidates. The marine ecosystem was quite well defined although some candidates left out the plants just referring to coral or fish in the sea. Some thought coral was a plant.

(b) The location was described well although off the "east coast" of Australia was not specific enough and "above/below the Tropic of Capricorn/Equator" will not be accepted on the Higher Tier – north/south are required! There is now a good understanding of the idea of "sustainability" even if expressed in different ways. Candidates appreciate the key points of management for future generations. Most candidates managed to measure the range within 1950-2200 km; this should have been exactly 2200 km but the scale was slightly adjusted in final printing so allowance was made for candidates who measured the exact distance using the scale.

(c) Global warming killing off the coral was well understood as was the role of burning fossil fuels in creating global warming, There is some confusion (usually by Centre) as to the role of carbon and CFCs as greenhouse gases. Both cause global warming by trapping heat from the surface but some stated that CFCs create a hole in the ozone layer and let in more heat. The majority felt that it was worth saving the GBR for the tourists and income potential rather than the loss of a unique ecosystem but both views were acceptable. All of the activities in the resource were used fairly equally by candidates to demonstrate how the reef ecosystem could be affected.

(d) Choosing a way that involved some restriction was more easily done than explaining how it would work. Some unrealistic solutions were given e.g. ban all shipping, fence off the GBR. Most used methods translatable from land ecosystems and the ideas were equally acceptable.

(e) **Case Study**: Candidates do need to read these questions carefully. There were several excellent examples of specific locations where plants and animals were described and their adaptations to the climate were discussed e.g. camels and cacti in the Sahara desert, or sand dunes at Gibraltar Point or the Tundra. Large-scale ecosystems such as the Rain Forests led to general descriptions of any rain forest and the only adaptations were usually to the environment e.g. camouflage. These were only occasionally linked to the climate.

Section B

Question B3

(a) Most candidates gave south-east with a metre or kilometre distance within an acceptable range; some used miles from the Resource Booklet scale! A number

gave reverse directions and some gave 4-figure grid references which were accepted if compared. Some described the site of each village rather than its location relative to the other. Reasons for expansion were poor. Few linked the main road to Stoke and commuting since 1955 as a reason for growth; many mentioned lack of space but did not refer to the contours and flat land around Cookshill. There is as much space around Caverswall but it is not flat.

(b)(i) produced the best answers on this question; real comparisons using data. Examples were expected in (ii) rather than general statements although some examples were unrealistic in a village context e.g. bingo halls for the elderly and bowling alleys and pubs for the under 16s!

(c) Excellent reading of the pie chart and description using figures for the higher car ownership in the village although a number referred to wealth rather than commuting for work or services as a reason for it. (iii) gave the correct answers but the "use of figures" in the question should have prompted evidence using data rather than general statements of high car and house ownership.

(d) Push and pull factors were vague and often stated without qualifications. Pollution was rarely qualified and there seems to be a view that houses are cheaper in rural areas. Good use of terms like counter-urbanisation; a few gave rural- to-urban movement instead.

(e) **Case Study:** This straightforward case study provided far too many general descriptions based on the Burgess model which was frequently drawn. Rarely did candidates refer to named areas of towns they had studied consequently many were only credited at Level 2 as their answer could have been anywhere. Those that referred to specific areas of a town and were clearly writing about a place they knew scored well. In these answers relative location is important rather than just describing two different areas of a city in isolation. Examples of the latter included Wycliffe and Evington in Leicester and Tranby and the Orchard Estate in Hull. Some village studies crept in and were credited at Level 1 only. LEDC answers lacked specific detail.

Question B4

(a) Most candidates gave three locational points using distance and direction. Some directions were the reverse of the correct ones and "left of/right of" crept in on occasions.

(b) Well attempted; a few linked industry to commercial land-use. The location of industrial land-use was identified in relation more to the river Hoogly than railways or the airport. Transport or use of water were popular reasons.

(c) Excellent descriptions of growth giving trends and figures. Only a few misread the years and described the growth to 2001. High birth rate or urbanisation were common answers in (ii); some just gave a reason as "more jobs" but did not link this to reasons for growth. Overcrowding and housing issues were acceptable issues for planners; providing food is not a planning issue.

(d) Most candidates discussed the improved drainage and sewage systems and their impact on reducing disease. Many referred to self-help schemes and site & service schemes from other LEDC cities in (ii); some used ways from the article instead of other ways as asked so could not be given credit.

(e) **Case Study**: There were some excellent examples of service changes here. Merryhill, changes in Hull and various other developments mainly related to shopping and retail changes were popular. Unfortunately too many candidates did not understand the word “services” and wrote about housing or any changes. This was especially the case with Docklands. In this specification housing and services are treated as separate topics; candidates need to understand that. There were a few good descriptions of village services changing e.g. closure of post offices.

Section C

Question C5

(a) Definition of these terms varied, many thinking the watershed was an area and that the drainage basin was where the river flooded. The majority gave textbook definitions which had been well learnt. Generally candidates gave good descriptions of the location of the river Cuckmere with use of compass direction and scale in many cases. The majority correctly gave 180 sq. km. as the area – 150 was the preferred second choice over 210.

(b) Very pleasing recognition of floodplain and mouth in (i); river beach and estuary were also accepted for B. Despite the photograph being a vertical aerial image (it was originally oblique) over 90% of candidates gave the direction from the south so the mark was awarded. Nearly all estimated the distance at 1 km. although a range was allowed and some confused metre and kilometre units.. Nearly all candidates recognised the straightened river although a surprising number explained it in terms of the natural formation of an ox-bow lake rather than by human interference to reduce flooding.

(c) Groynes were recognised and their function well defined. Incorrect answers included a nature reserve.

(d) Some excellent river landforms were explained with waterfalls being the most popular followed by meanders and ox-bow lakes. Solutions to flooding were also very pleasing. These included raising the banks or widening the river to increase capacity and afforestation to reduce run-off. This was well done.

(e) **Case Study:** Apart from those candidates who chose a river landform such as Niagara Falls, this was well done. Deltas were accepted here provided the focus was on the influence of the sea (in (d)(i) the influence of the river had to dominate). Other popular choices included the Old Harry Rocks and the Needles for arches and stacks plus a few Spits. Centres that had taught Rivers and Coasts as required by the specification scored well on this question.

Question C6

(a) Lesotho was well described in relation to the mark scheme with scale and direction being well used. The answer “in South Africa” was accepted after discussion due to its landlocked situation. Clearly Lesotho is geographically “within South Africa” but not politically in it!

(b) Candidates who used the resources easily gained four marks here. Others gave their own reasons for why Johannesburg needed water such as not close to a river, in a dry area. Why a number gave pipes as a means of transfer when the article stated tunnels and rivers was a mystery. Some thought the Orange river could be used for direct transfer; a look at the map would have dismissed this idea.

(c) Matching the labels to the photo was well done as was recognising Evaporation as the process taking place at E. It was a surprise to find D being linked to Infiltration and Groundwater Flow when it is clearly Run-off or Overland flow. Terms from the water cycle were expected here rather than descriptions. There were some excellent reasons given for choosing this site and sensible reasons given for not choosing it. In (iv) a number failed to give two reasons but elaborated on one.

(d) Virtually all candidates used the table and suggested the water income could be used for health-care and schools to lower infant mortality rate and reduce class sizes. These were valid ideas although very few referred to the figures. The pie chart was ignored by most with developing a different employment structure not a priority compared to improving the services. A minority read the question as “water” rather than “water income” and gained no marks.

(e) Case Study: Some excellent schemes were discussed here. Good examples included Minehead, the Holderness Coast, Walton-on-the-Naze, Start Bay and Barton-on-Sea. The best examples discussed real solutions in or taking place at the named location with reasons. Others just described all the solutions that could take place and then gave reasons why some might work.

1987/3 – Foundation Tier

General Comments

The format of the problem-solving paper introduced with the current Specification and the 2003 examination is now firmly established and, in its third cycle, should have held no surprises for the candidates.

This examination, as previous ones, introduced the candidates to the geography of a place where a particular problem needs to be solved. For the 2005 examination the place was Vancouver Island, Canada, and the problem - the need for the sustainable development of year-round employment opportunities.

The fairly sharp incline of difficulty that is essential on a paper having only 60 marks appeared not to discourage the candidates, with almost all attempting all questions on the paper. Early questions seemed to settle the candidates well while those in the latter stages of each Part proved to be very effective discriminators.

Whether it is the nature of the question itself, the contribution made by in-service teacher training, excellent teaching, or a combination of all three, the final problem-solving task elicited pleasing performances from most of the candidates. The majority had the confidence to not only meaningfully complete the matrix but also wrote at length in response to the request for a letter and most were capable of demonstrating some elaborated reasoning in their responses. There was a distinct feeling that the responses written came close to fully reflecting the candidates' true abilities in the subject.

The slight change in format of the matrix appears to have helped most candidates and resulted in a greater proportion providing elaborated responses, thus scoring in Level Two.

A word of caution is required at this point. While the problem-solving task was a positive experience for most candidates, it is clear that in a minority of centres there is little preparation with the resultant disadvantage experienced by their students.

This year the problem-solving papers targeted *People, Work, and Development* but centres are reminded that these papers rotate around the Units and that the Unit carrying it in 2006 will be *Climate, Environment, and People*.

Part A

(a) Completion of the choropleth map was mainly of a high quality with most candidates scoring full marks. A few candidates failed to complete the task and a similar number completed Mexico with diagonal shading aligned in the wrong direction. Question (ii) was similarly well completed but, as in previous years, the circling of more than one of the three alternatives resulted in a loss of marks. Most candidates were able to identify the two examples of primary jobs in question (iii) but a few circled more than two jobs with a similar loss of marks. Question (iv) was not especially well answered, often comprising extremely simplistic statements many of which failed to offer explanation. For example, the response, "because it is an LEDC" is not an *explanation* as to why some countries have a higher proportion of primary workers. It is, though, a *characteristic* of most LEDCs.

(b) With very few exceptions, this question was answered well. The problem described above, of selecting too many alternatives, was also an issue here, though.

(c) The majority of candidates were able to provide at least one valid response when asked about similarities in the trade of British Columbia and Vancouver Island. Many, though, failed to attract a second mark because they merely provided the corollary to their "first way". This was sometimes due to the lack of realisation that the annual trade of each place totalled 100%. Question (ii) was a little more demanding but the majority were able to give one valid difference. A disappointingly small number backed up their statements with the use of figures. While most candidates realised that imports are the opposite of exports and managed to use the given information as a template for their response, a significant minority still contrived to get question (iii) wrong. Most recognised that a country exporting more than it imports is likely to "make more money" or "a profit" but relatively few were able go the further step to the realisation as to how the money could then be used to the benefit of the country.

Part B

(a) Part B opened with a completion exercise similar to that in Part A but with increased demand in that no alternative answers were provided. Full marks were common but those candidates who faltered more than likely did so by referring to the "Tofino" coast and/or providing an inaccurate distance between the Wickaninnish Inn and Victoria.

(b) Responses to question (i) were extremely disappointing from many candidates. Previous examinations and Reports to Centres have highlighted the difference between defining a term and exemplification. Unfortunately, the message seems to have been lost on many candidates who got no further than giving an example or several. There was evidence that some centres better train their students in this respect than others. While not all were capable of distinguishing between "built" and "natural" features, performance on questions (ii) and (iii) was good. A mark scheme that accepted a broad range of responses also played its part in encouraging many

candidates to score full marks. A similar success rate must be reported on question (iv) where fairly simple comprehension of the text was required. Weaker candidates, though, failed to notice the "seasonal" nature of the question and provided responses that referred only to "watching a storm".

(c) Candidates were either wholly capable of relating to Graph 3 or found it an extremely difficult resource. The orientation of this graph has been used in previous examinations, as has the statement of a scale on the axis, so there should not have been any difficulties beyond those normally inherent in graph reading and interpretation. Common errors included the lack of realisation that the *only* primary industry to have increased both full and part-time jobs was agriculture and the failure to use the "1000" key on the axis. Thus there was frequent reference to a loss of 4.2 jobs in forestry, fishing, mining, oil, and gas. The combination of questions (iv) and (v) acted as good discriminators at the end of this section. Many of those who provided a valid response in (iv) also managed to come up with its elaboration while only a simple statement was more common in all but the higher attainders in (v).

Part C

(a) The heads and tail exercise proved to be a good discriminator towards the lower end of the targeted cohort. While higher attainers found the map reading skills relatively easy, many who scored poorly across the paper as a whole found this a very difficult task. Many, though, were capable of linking the superior communication links of east coast Vancouver Island and its proximity to the mainland to the logging of timber. Some, though, had presumably failed to read that logging is "the removal of trees to sell their wood" and erroneously suggested that the trees were felled to make way for roads and settlements.

(b) Many candidates are well trained in the use of terms like "whereas" and "but" when asked to make comparisons. The evidence of this question suggests that they sometimes become forgetful in the examination situation. Too many failed to compare and many mistakenly took the opportunity to use the "First difference" to make a statement about salmon fishing and followed it with a "Second statement" about salmon farming.

(c) While there were a few pleasing responses to question (i) most candidates failed to appreciate its year round/seasonal thrust. Consequently there were many vague references to job provision and more specific mention of sustainable employment. In contrast, almost all were capable of recognising that the exploitation of a non-renewable resource will result in its removal and the consequent disappearance of jobs. The final question proved too demanding to all bar the very top end of the cohort with very few establishing anything approaching the need to replace the current mainly seasonal, potentially unsustainable jobs with greater income of year round jobs and the reliability of those that are sustainable.

(d) As mentioned previously, the changed format of the matrix encouraged the candidates to demonstrate their understanding more fully than had been the case in previous cycles. It was used well by most of the candidates. Many, though, still made quite vague job references as opposed to qualifying the given statements with clear identification of the effects on the seasonality and sustainability of employment. Others failed to realise that their response should relate to an effect on *jobs*. On the whole, though, the effect of using a matrix as an integral part of the final task is extremely positive and it has become a pleasing feature of this paper.

As in the last two years, the greatest advantage of using the matrix was seen in responses to the letter. Most were capable of creating their own writing frame and addressed both the year round and sustainable requirements of the task with many managing to make sensible reference to all four activities. The majority of candidates attracted a mark in Level Two although some work still needs to be done to produce in more candidates the quality of geography that will merit a Level Three mark.

Few provided responses that were tangential to the task although there were two misconceptions that had a negative effect on the work of some. Despite the photograph and statements in the Resource Booklet, salmon fishing was considered by some to be recreational with the fish being thrown back after being caught. Likewise, although the question clearly states it is the jobs that need to be sustainable, some responses dwelt purely on environmental aspects of the alternatives.

All evidence suggests that candidates had ample time to complete this final task with many writing a letter of more than two sides. As in previous years, though, there still wasn't necessarily a correlation between the length of the letter and its geographical quality.

1987/04 – Higher Tier

General Comments

Candidates responded positively in all three parts of this paper and few candidates failed to attempt any sub-sections. This year more candidates were able to access more of the marks. However, some candidates underused or misunderstood some of the resources to the detriment of their score. A worrying number failed to use the resources for the report as a catalyst to develop their ideas, preferring to copy them instead. This meant that they were unable to access the higher marks for understanding.

The vast majority of candidates had a considerable awareness of environmental issues including those pertaining to sustainability. A noticeable weakness was that many had little understanding of economic geographical principles as outlined in the specification.

Comments on Individual Questions

Part A

(a) After the reassurance of a skills-based task, candidates were able to access all of the marks available. High scoring candidates were able to spot patterns and write specific, accurate statements. A few candidates struggled to differentiate between countries and areas so wrote that the majority of countries were in North America when in fact only a third of them were. Similarly, the weakest candidates were unable to name four primary sector jobs without repeating themselves. Some candidates were unable to suggest reasons for a country having a higher percentage of primary workers and even more were unable to elaborate with a reason.

(b) A common theme through the paper for many of the candidates was their misunderstanding of key terms and none more so than with the idea of trend. Many candidates did not realise that a trend must have an element of time within it.

(c) It was pleasing to see that a slightly unorthodox style of question was generally answered well with many candidates noting similarities and differences.

(d) A very small number of candidates were unable to correctly answer what imports are. A very large number of candidates were able to and some Centres had obviously taught their candidates very well as they wrote concise and accurate answers. However, very few Centres produced consistently good answers to part (ii) with many candidates confusing positive balance with zero balance. It was disappointing to see how few candidates were able to elaborate beyond “it means they will make money” by writing about money for services and infrastructure and avoiding debt. Perhaps the current political climate will engage and inform more of our candidates.

Generally, this section performed well with some of the very best candidates able to score full marks.

Part B

(a) Candidates were able to show a good understanding of location with only the weakest candidates using vague statements such as “near to”.

(b) The responses from candidates varied hugely in their geographical qualities. Some fully understood that reasoning and explanation was the key to marks. Some, however, brought in skills learnt in English lessons and highlighted genre and persuasive writing. The best candidates used specific reasons rather than subjective language like “nice” and “attractive”.

(c) Many candidates became confused by the cumulative nature of this graph and failed to appreciate that the overall job gain would require them to process the information. In section (iii) the best candidates fully appreciated that employers make the decision to switch posts from full time to part time based largely on economic criteria. Weaker candidates presumed that the employees made the decision so that they had a more agreeable lifestyle. Nearly every candidate was able to explain to some degree the positive and negative effects on workers of an increase in part time employment.

Part C

(a) While many candidates were able to describe location, a noticeable minority were unable to identify and explain quite simple concepts.

(b) A surprising number of candidates confused commercial salmon fishing with angling by maintaining that the salmon fishermen catch and return the fish.

(c) Most candidates were able to fully explain why jobs in gas extraction are unsustainable in the future but few were able to explain with any depth why sustainability is important. The depth of understanding of sustainability and its application varied considerably between Centres.

(d) The standard of reports continues to increase. The quality of some Centres’ candidates’ extended writing stands out as excellent practice. The very best Centres are obviously preparing their candidates to write elaborated explanations that use the matrix as a short focus exercise to provide structure and thoroughness to the decision that follows. These candidates wrote brief notes, which used the resources as a catalyst for extended thinking. Their answers could be very basically modelled as; “this leads to this, which leads to this” using a variety of connective terms. There were some outstanding answers that reflected very well on the individuals and on the quality of their teachers.

There were also a disappointingly sizeable number of Centres that did not appear to have taught their candidates how to write reports. Too many of their candidates simply recycled the resources and, consequently found it impossible to score highly. Answers that lost focus on the employment issues also were not credited. Candidates who remembered the question and used the matrix as a planning tool scored well. The highest achievers were able to bring in relevant case studies from other parts of the world to support their ideas.

There were few cases of the report and the matrix not being attempted and few candidates experienced time problems. Indeed, many candidates wrote very long answers that lacked the necessary structure for considered thought and gave the over-riding impression that, if more time was given over to thinking through the problem and less on writing as much as possible, then more marks may have been awarded.

1987/05: Coursework

General comments

This past cycle signals the final one for the first packages used by many Centres in this Specification in that they will have now been used for three successive examinations. The Specification requires that each item must then change. Thus each strategy used for this examination should have been through its "fine tuning" stages and be performing wholly to the advantage of the candidates.

Very few Centres are now using inappropriate coursework. Where this is the case, though, their students are being severely disadvantaged. Such items could result in a failure of the students to fully demonstrate their geographical abilities and/or to produce work that fails to effectively target the mark schemes. These Centres are requested to contact their Consultative Moderator as a matter of urgency so that such negative effects are not carried forward to the next examination cycle.

The Study

Most Studies are now hypothesis-testing exercises presented through the vehicle of an extended piece of investigative writing as demanded by the Specification. Those that are not invariably create problems for the candidates in that their Studies are rarely capable of fully accessing the mark scheme.

Where improvements are still needed they often relate to:

- the requirement to include some data derived from an ICT source. For most Centres this has been fulfilled by such strategies as encouraging the candidates to take information from the Internet or by placing a bank of digital photographs on the Centre's Intranet. Many have encouraged individual candidates to contribute such data as questionnaire returns to a common data processing package from which all may take collated results. On the whole, this cycle saw more impressive use of ICT as a source of data than had previously been the case.

  While in some Centres the Geography Department's access to computers is still unreliable, the situation continues to improve. Very few Centres now have to resort to the provision of hard copy of ICT-derived material. It must be emphasised, though, that this fall back situation is preferable to operating a system of privilege in which only those candidates who have access to a computer at home can fulfil the ICT requirement.

- the specific requirement of "application" in the mark scheme of the candidates being able to relate their findings to geographical principles and processes. Most Centres have by now ensured that this criterion is wholly targeted. For example, "shopping" studies have managed to relate the findings on individual shopping centres to such ideas as hierarchies and spheres of influence. Likewise, mainly geomorphologic coastal studies usually manage to relate the findings in relation to individual coastal areas to processes of erosion and deposition and often to management options.

In the few Centres where consideration has yet to be given to this aspect of the Study there is a tendency towards completed work that lacks a sense of place and is more a sociological report than a geographical study. Studies that, for example, look at quality of life in towns and cities without relating the findings to the position of the place within the overall urban area may still be found. These are unlikely to be able to attract high marks for application.

As in previous years the vast majority of Studies continue to be based on field study in urban areas, often to take advantage of the area local to the centre. This has been a strategy of many Centres in the past because of its perceived relevance to the candidates and also the ability to revisit the area if more information is required than was capable of being collected on the day. It seems that the proportion falling into this category continues to grow and that this is in part being increasingly triggered by difficulties in getting the candidates out of school for field activities and in part by the concern of professional associations over the problems encountered by some teachers when a field excursion has gone wrong.

At the other end of the spectrum are those Centres that are still able to take the students out of the local area and into a geographical context that is totally different from their usual experiences. While this has a possible negative effect of being assessed on geography with which the candidate is relatively unfamiliar, it has the distinct advantage of almost invariably increasing their interest levels. A significant proportion of these Studies are based on Key Ideas from one or other of the "physical" Specification Units but almost always the successful ones contain a significant "human" element.

Fewer Centres now encourage a traditional write up structure, comprising introduction, methodology, data processing, and data analysis and conclusions sections. In many cases these are being replaced by a format that seems to more effectively encourage the candidates to maintain a tighter focus upon addressing the hypothesis in question. It also enables them to create work in which there is greater integration and *use* of processed data. Although most Centres are now aware of the model it is repeated below for the benefit of those who have not yet been exposed to it.

- Statement of hypothesis
- An introduction to the place and hypothesis
- Two or three organising questions directly relating back to the hypothesis
- Conclusion
- Evaluation of the candidate's own performance, often through the use of an evaluation table similar to the methodology tables used by some AS Specifications.

Although significant improvements have been made in many Centres, the issue of time still exists. It is clearly stated in the Specification that the write up of this item should take 8 hours teaching time. If one is to add a further 4 hours *normal* homework there should be the realisation that a completed Study should be a much smaller piece of work than currently produced by many candidates. Centres are urged to concentrate on this aspect of the assessment and to endeavour to place much greater emphasis on geographical quality as opposed to mere quantity, with the additional benefit of taking some pressure off candidates who have quite substantial overall coursework requirements.

Cross-Unit Task

Very few Cross-Unit Tasks now fail to, at least in part, deliver the assessment criterion of "application". This is concerned with the candidates exploring the views of different groups of people in relation to an issue. To obtain the highest marks it is not sufficient for a candidate to merely rehearse the views of different groups followed by a statement of their own feelings on the issue. The mark scheme clearly states that they must also "explain *why* they react in different ways to the issue". It seems impossible for a task that is not issue-based to deliver this essential "viewpoints" element.

It should also be clear that all Cross-Unit Tasks must be firmly based on an issue that synthesises the human and physical worlds.

Issues growing out of Key Ideas from the *Climate, Environment and People* and *People, Work and Development* Specification Units continue to be popular. These include rain forest destruction, global warming, and the development of Antarctica. The number targeting *Water, Landforms and People* and a "human" Unit, for example, coastal management issues, continues to increase. Others are located in the vicinity of the school looking at such issues as the development for housing of a local area having a distinctive ecosystem.

The Cross-Unit Task is presented by a variety of mainly appropriate vehicles that at best are designed to allow the candidates to demonstrate their geographical abilities through relatively short pieces of work. These items are capable of being completed within the 4 hours teaching time required by the Specification. The most popular vehicles in current use include the newspaper report and the combination of two leaflets and an associated commentary. When set up well they actively encourage the candidates to fully target all areas of the mark scheme.

There is, though, a danger with the former that candidate opportunity could be closed down if a strict paper allocation is adhered to and in the latter that the leaflets become little more than low skill "cut and paste" exercises that contain little geographical knowledge or understanding.

Although employed by few centres, the production of a notice board continues to be effective. In contrast, the oral presentation continues to grow in popularity.

The Cross-Unit Task must make different demands on the candidates to those of the Study and, as such, a second piece of extended investigative writing is inappropriate.

The oral presentation offers a route that is of great advantage to some candidates who find it difficult to demonstrate their full geographical abilities through the medium of writing. It is normal for the candidate to bring to the presentation a maximum of three pieces of illustrative material to accompany their talk and a prompt card containing a maximum of ten words or brief phrases. In an increasing number of Centres, the candidates are choosing to use PowerPoint illustrations. As with other illustrations, these can work well if there is a small number but can ruin the presentation if there are too many or they are text heavy thus encouraging the candidates to merely read from them.

Centres are reminded that they must inform the WJEC of the date (s) of oral presentations at least six weeks in advance. It is possible that the WJEC will send someone to the Centre to supervise the event. There continues to be a minor issue concerning some Centres' expectations of the electronic gadgetry a coursework moderator might own! Although some have access to PowerPoint this is not always the case and Centres are requested to send hard copy of PowerPoint slides with their samples. Likewise, it is unrealistic to expect ownership of a digital camcorder and, if the presentations are taped using one, the Centre should transfer the contents to a VHS tape for sending to the moderator.

Whatever the geographical content or the vehicle, most Cross-Unit Tasks deliver four elements in order to encourage the candidates to fully access the mark scheme:

- An introduction to the place and issue
- The views of groups/people on one side of the issue and why they hold these views
- The views of groups/people on the other side of the issue and why they hold these views
- The justified views of the candidate.

Administration

Employing total marks out of 50 has simplified the process greatly and *almost* every Centre is now capable of the mathematics required to result in the correct mark being placed on Forms A3 and C.

Most Centres are now exemplary in their coursework administration; no mean feat when one considers the pressure we continue to operate under. There are still, though, Centres that have not quite got it right.

“The story of a coursework package” continues to guide the progress of the coursework through an entire cycle and Centres are asked to follow its detailed timeline to reduce the possibility of error.

3987/01 - Coursework

General Comments

This is the third year operating under the new specification and all Centres entering this year had previously recognised the significant difference in coursework requirements from those of the previous syllabus. Thus all provided the 2 items required as opposed to the 5 that were demanded previously.

The effect of the changes noted in previous years appears to have continued. These are two-fold:

1. The need for only two coursework items seems to result in the completion of a higher proportion of complete packages than was previously the case.

2. As the requirement is only to complete items that are very similar to their GCSE counterparts, in quite a few Centres the candidates now seem only to be exposed to 'at best' watered down GCSE strategies, some of which are inappropriate to the targeted youngsters.

Closely linked to this is another issue that has concerned examiners and moderators since the inception of this examination. A sizeable minority of candidates entered is not of the ability range envisaged as being appropriate to the examination. These disaffected youngsters are under-achieving in schools but are capable of producing work of often middle GCSE characteristics. On the other side f the coin, it continues to be the case that the experience of the GCSE examination suggests that there are candidates who would have benefited from following an Entry Level course but are exposed to the far too challenging demands of the foundation tier.

In many cases, though, the candidates targeted by this examination find great difficulty in expressing themselves clearly, especially through the media of written English and Welsh. Many Centres have no taken on board the message of 'brevity' but there are still some where the strategies employed still make too great use of writing as opposed to other forms of communication, There are, consequently, some lengthy coursework items that do not necessarily demonstrate as great geographical ability as do their much slimmer counterparts.

As stated above, studies mainly reflected their GCSE equivalents and, as such, were mainly appropriate to content but not in demand unless greater in-class support was given and the candidates were encouraged to target the Entry Level Certificate mark scheme. This places greater emphasis on the collection and processing of data than for the GCSE examination.

Urban studies usually allowed the candidates to attempt o draw conclusions about service or housing provision or challenged them to make comparisons of different parts of an urban area. There were some appropriate shopping studies. Those that used physical topics usually incorporated a human element, something that advantaged the candidates.

The Cross-Unit Task appears to operate a little more successfully at this level than the Study. This is, perhaps, reflective of the way in which many Centres have, for the GCSE examination, chosen vehicles that place the emphasis firmly upon the demonstration of geographical quality through quite slim pieces of work and through the choice of vehicle.

The opportunity has been taken by many Centres to produce strategies that demand relatively little in the way of a written response. Newspaper reports, display boards and oral presentations are common, each offering a friendly route to the candidates' demonstration of their true geographical abilities. Another pleasing aspect of this item is the number of Centres that have taken the opportunity to base it on fieldwork in the local area.
The one area of the Cross-Unit Task that, as in previous years, is worthy of a little more attention is that of 'viewpoints'. Application in the mark scheme clearly identifies the need for the candidates to demonstrate an appreciation that different views are held in relation to the issue they are investigating. This is not always reflected in the current strategies.

In summary, overall coursework packages for this cycle were mainly appropriate in their 'content' and in their ability to target the mark schemes. They were usually of an appropriate length but not always appreciative of the nature of the targeted candidates.

Where there is a large variation of candidate responses ranging from a 'flat' response across the pair of coursework items to situations in which one item performs much better than the other, it is difficult to state definitively what constitutes attainment at each of the three 'levels'. The descriptors below, though, demonstrate the geographical qualities expected in each of the two items.

Grade Threshold	Questions/Assessment Criteria
1	In the Study extremely limited attempts to collect data and some attempt to process that data in the simplest of forms. Inaccuracy in mapping/graphing or information is missing, e.g. graph axes. Simple description of processed data and possibly no conclusions attempted In the Cross-Unit Task some data is presented although relevance is not established. Very few facts isolated and little understanding of the issue demonstrated. Manages to recognise the simplest of view on the issue.
2	In the Study data collected as guided by the teacher and presented in limited forms but with some accuracy. Mainly simple description of the processed data but with some interpretation. Some successful explanation and limited conclusions. In the Cross-Unit Task limited data is selected and processed that has relevance to the issue and place. A small range of facts is used and some clarity of understanding of the issue shows through. Is able to recognise a view other than their own.
3	In the Study, shows care and or initiative in collecting relevant data which is processed in mainly accurate and relevant forms. Patterns and other characteristics of the processed data are described and some justified conclusions are drawn.

	In the Cross-Unit Task selects relevant data from a variety of sources and presents it in accurate and relevant forms. An appropriate range of facts about the place and issue are used. A basic but clear understanding of the main points of the issue are shown. Recognises differing views.

Unfortunately, uptake for the Entry Level Certificate has always been very low and the decision has been taken that the 2006 examination will be its last. In the light of this situation, it is unlikely that many coursework strategies are going to change for the final cycle. All Centres are reminded, though, of the need to send their package to their Consultative Moderator for approval at least six weeks prior to the date of the intended use of the first item.

3987/02 - Oral Test

General Comments

The Oral Test continues to be a problem-solving task similar in nature to the problem-solving paper of the GCSE examinations. This is a strategy that was established under the old syllabus and continues with the current specification. It retains the familiar 'three-part' structure in which a problem is introduced, various solutions are explored and candidates are invited to solve the problem. The practice brought into the examination towards the end of the old syllabus of allowing candidates access to the Resource Booklet in the week prior to the assessment continues in the new specification. This enables candidates to develop a familiarity with the materials that makes the assessment itself far less daunting than had originally been the case.

The Oral Test now examines only Key Ideas and Questions in the 'Leisure and Tourism' Unit. This particular paper initially opens by looking at locations of theme parks in north-west Europe and the reasons for their location. Through a theme park in the UK it examines how they cater for people of all ages and then explores Disneyland Paris in more detail. Travel to this theme park and its accessibility is followed by the importance of climate factors. The test then turns to the benefit of Disneyland Paris in providing both direct and indirect employment and the increased taxes and spending power this will bring to the Paris area. Finally, the candidates are asked to use the knowledge and understanding they have acquired to apply it to the possibility of opening a new theme park in the London area.

The oral test, as always, threw up a variety of teacher/assessor styles and varying degrees of proficiency in the use of the provided prompts. It is fair to state, though, that mot Centres are now well practiced in the art of extracting valid responses from the candidates and of managing to create a 'flow' to the exercise that is wholly beneficial to the candidates. It is pleasing to report that, as last year, questioning on the whole was good humoured and the candidates were placed firmly at the centre of the assessment. For higher scoring candidates, this year's test was capable of being completed in the 15 to 20 minutes envisaged although, where prompting was required, some seemed quite lengthy. The questions of lesser demand helped the candidates to settle into the exercise and the final, rather open task mainly allowed them to operate at their own individual levels.

The quality of taping and of candidate identification on the tapes is exemplary in most Centres. There are still some, though, where tape hiss is more pronounced than voices and where the moderator has great difficulty in identifying individual candidates. These centres are reminded of their responsibility to provide the moderator with evidence that is clearly taped and clearly identifiable for all candidates entering the examination.

A more detailed consideration of individual questions in the assessment is found below.

Part A: Theme Parks in Europe

Most candidates were capable of successfully identifying the countries in which the theme parks are found, although the degree of prompting required varied greatly. Similarly, most were eventually able to make at least one valid statement as to why there are no 'parks' in Norway. The photographs of theme park attractions were open to wide interpretation and, again often with prompting, most candidates were able to recognise attractions for more than one age group.

Map 2 proved to be more accessible on the whole than the previous photographs and many candidates were quite impressive in their descriptions of the location of Disneyland Paris and how to access it.

The more open-ended (d) (iii) proved an interesting discriminator.

Part B: Disneyland Site

This part opened gently with quite accessible questioning on the influence of climate on visits to this theme park. The clear sub questions helped the weaker candidates. Questioning of Graphs 2, 3 and 4 managed to successfully elicit responses that allowed most candidates to finally establish the difference between direct and indirect jobs but, unfortunately, the opposite was true in relation to the 'tourist spending sack' where many yes/no answers were the result.

Part C: Locating a new theme park

Although the newspaper report was quite difficult, candidates had the opportunity to work on it in advance of the test and for many it managed to successfully help apply concepts established in the first two 'parts' to a new situation.

Throughout this 'part' the main questions were purposeful and carried the candidates through to the final task; making a decision about whether or not the new theme park should be built. Responses were quite varied and this proved to discriminate effectively. Weaker candidates were helped in the build up t this decision, often more by the ingenuity of teachers than by some quite 'closed' sub questions.

It is actually difficult to prescribe a list of specific part questions that, if successfully attempted, would identify candidates operating at Levels 1, 2 and 3. Much depends on the amount of prompting by the teacher assessor to elicit an appropriate response.

Thus, a candidate who immediately offers a response to the question examining Photosheet 1, that identifies attractions for different age groups is demonstrating Level 3 characteristics. A candidate who, with prompting, manages to get to a similar response is operating within Level 2 whereas one who gets no further than quoting an activity or activities for just one age group is not moving out of Level 1.

As may be seen, much depends upon the degree of prompting involved and the degree of detail offered by the candidates. This principle may be applied to almost all questions in the test whether they are assessing knowledge, understanding, application or skills.

It is also true to say that a candidate operating overall within Level 3 is going to have impressed in relation to all four assessment criteria and have gained marks at the highest level in almost all four areas of each part of the test.

Conversely, a candidate operating within Level 1 may have collected most of the marks in the early part(s) of the test, especially in relation to skills and basic knowledge.

3987/03 - Written Test

General Comments

Evidence drawn from candidates' scripts demonstrated that the examination was targeted at an appropriate level. The vast majority of candidates attempted all questions and completed the paper. The first question was answered particularly well attracting the most marks overall or candidates. Very few candidates had large gaps in their answers or failed to answer all there questions.

Centres are to be commended on their preparation of candidates for this examination. This year there were no common rubric errors. Candidates dealt with the range and style of questioning well and demonstrated an ability to interpret a wide range of maps, graphs, diagrams and photographs.

The majority of the candidates responded well in the short answer questions, displayed an ability to complete different types of graphs and appear to have understood basic definitions. The ability to offer simple explanations was less evident.

Comments on Individual Questions

People and their Environments

(a) Part (i) of this question was accessible to the vast majority of the candidates, many obtaining full marks for their interpretation of the map.

Part (ii) was generally answered well.

In part (iii) some candidates appeared to not fully understand the methods by which water might be saved i.e. hose-pipe ban, rationing etc.

(b) There appear to have been very few problems in interpreting the diagram in parts (i) to (iii), many candidates being able to extract the information.

Candidates often gave very simple responses to part (iv) e.g. no food, die and a significant number failed to give an elaborated response to gain the second mark.

In part (v) very few candidates gave the correct sequence although the vast majority attempted this question.

(c) In parts (i) and (ii) the graph was plotted with a good degree of accuracy and the candidates used it effectively to say why it was difficult to live in desert areas.

(d) Candidates were able to extract information effectively about adaptations of plants in desert areas to answer this question.

Where People Live

(a) For part (i) the majority of the candidates appear to have learnt definitions of different types of housing and find this format of question accessible.

Many candidates attempted (ii) giving acceptable answers relating to why people left the city but (iii) proved to be more difficult in giving good and bad impacts on the countryside.

(b) Identifying push and pull factors for part (i) did not appear to be difficult for candidates working at this level.

No problems in identifying photographic evidence, candidates correctly identifying what the houses were made of. However, few candidates could recall accurately problems relating to shanty dwellings and in spite of the photo evidence many focused on cold, damp and keeping warm.
Again using photo evidence part (iv) was done well.

(c) Using evidence for diagrams candidates were able to answer questions (i) and (ii) well. The elaboration in part (iii) proving to be more difficult.

(d) Candidates used information from the diagram but lacked the knowledge of the benefits of living in inner city areas for part (iii).

People and Work

(a) This question was well answered overall. Candidates were able to interpret the 'Food Conveyer Diagram'. Knowledge of the definitions of employment groups for part (ii) was good with fewer being able to quote an example in part (iii).

(b) Part (i) was answered correctly by almost all candidates as was part (ii). Part (iii) was not answered well, very few candidates knowing about fair trade.

(c) In part (i) the bar graph was completed well, but few knew how water could be used by industry so part (ii) was not done as well.

(d) Ws generally answered well though less knowledge was apparent on measures to stop pollution.

General Certificate of Secondary Education Geography B (1987)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	90	-	-	54	45	36	28	20
Paper 2	90	58	49	40	28	-	-	-
Paper 3	60	-	-	38	32	27	22	17
Paper 4	60	36	31	27	18	-	-	-
Coursework	50	39	32	25	20	15	10	5

Syllabus Options

Foundation Tier

	Max Mark	C	D	E	F	G
Overall Threshold Marks	200	116	97	78	60	42
Percentage in Grade	-	33.2	29.0	20.3	11.2	4.7
Cumulative Percentage in Grade	-	33.2	62.2	82.5	93.7	98.4

The total entry for the examination was 20391.

Higher Tier

	Max Mark	A*	A	B	C	D	E
Overall Threshold Marks	200	146	131	111	92	66	53
Percentage in Grade	-	12.5	19.4	34.9	24.0	8.5	0.5
Cumulative Percentage in Grade	-	12.5	31.9	66.8	90.8	99.3	99.8

The total entry for the examination was 19787.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	6.3	9.8	17.5	28.6	18.7	10.3	5.6	2.3
Cumulative Percentage in Grade	6.3	16.1	33.6	62.2	80.9	91.2	96.8	99.1

The total entry for the examination was 40178.

Entry Level Certificate Geography B (3987)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	3	2	1	U
1 Coursework	40	25	15	5	0
2 Oral Test	30	20	12	4	0
3 Written Test	60	39	30	16	0

Option/Overall

	Max Mark	3	2	1	U
Percentage in Grade	100	51.0	38.7	10.3	100
Cumulative Percentage in Grade	-	51.0	89.7	100	100

The total entry for the examination was 218.

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