GCSE

Geography B

General Certificate of Secondary Education **1987**

Mark Schemes for the Units

June 2007

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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CONTENTS

GCSE Geography B (1987)

MARK SCHEME FOR THE UNITS

Mark Scheme 1987/01
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1   Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting**. *(Section 5c, page 6)*

2   After the Standardisation Meeting

a)   Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.

b)   All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.

c)   **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
- the use of standard abbreviations e.g. for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d)   **Recording of marking: the scripts**

      i)   Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.

      ii)   All numerical marks for responses to part questions should be recorded un-ringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.

      iii)   The ringed totals should be transferred to the front page of the script, where they should be totalled.

      iv)   Every page of a script on which the candidate has made a response should show evidence that the work has been seen.

      v)   Every blank page should be crossed through to indicate that it has been seen.

     (Section 8a – d, page 8)

e)   **Handling of unexpected answers**

     The Standardisation Meeting will include a discussion of marking issues, including:

     •   a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;

     •   the handling of unexpected, yet acceptable answers.

     (Section 6a, bullet point 5, page 6)

     There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

     (Appendix 5, para 17, page 26)

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A1: Foundation Tier Mark Scheme

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

1 **(a)** **(i)** Credit 1 for each correct answer
West (1)
Sulphur Dioxide (1) OR Nitrous Oxide (1) **(2 x 1) = [2]**

(ii) coal, clouds, surface run-off, increase **(4 x 1) = (4)**

(iii) 1 mark for activity, 1 mark for how it causes acid rain
Cars (1), exhaust fumes/gases/carbon monoxide/co2 into
atmosphere (1)
Industrial pollution from factories (1), tall chimneys take waste
gases high into atmosphere (1) burning of fossil fuels (1)
fires (1) burning fuels creates co2 (1) **(1+1) x 2 = [4]**

(b) East, Baltic, Central, Czech Republic **(4 x 1) = [4]**

(c) **(i)** Correct plot (1), correct shading (1) **(2 x 1) = [2]**

(ii) Hydro Electric Power (1)

(iii) 1 mark for way, 1 mark for explanation. No credit for repeat of same
explanation. Reference to pollution must be qualified.
Examples
Reduce factory emissions (1) fit scrubbers to chimneys (1)
Use more renewable fuels (1) Reduces use of fossil fuels (1)
Car pollution reduced (1) catalytic converters fitted (1)
Reduce coal and gas fired stations (1) less atmospheric pollution (1)
Use cars less (1) reduces air pollution (1)
Use public transport/bicycles (1) reduces air pollution (1)
Local/national Govt policies (1) reduces vehicle use etc. (1)
(1 + 1) x 2 = [4]

(iv) 1 mark for way, 1 mark for explanation. Allow 3 max for well developed way + explanation. Do not credit any reference to acid rain.
Examples – from local to global.
Coal mining (1) waste left on surface (1) scars the natural landscape (1)
Surface damaged by too many people walking (1) footpath erosion (1)
Use of nitrogen and fertilisers on fields (1) washing into waterways (1) rivers polluted (1)
Deforestation (1) leads to soil erosion (1) loss of habitats (1)
Burning fossil fuels (1) leads to global warming (1)

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

(d) **CASE STUDY**
Can be any ecosystem e.g. Amazon Rainforest, Wetlands, etc.
Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Max L2=3 if inappropriate example or if ecosystem not named and located.
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)				**2**
(iii)	**1**	**1**		**2**
(b) (i)		**1**	**3**	
(ii)	**2**	**2**		
(c) (i)				**1**
(ii)	**2**	**2**		
(iii)	**2**	**2**		
(d)	**2**	**2**	**1**	
TOTAL	**9 (10)**	**10 (10)**	**4 (3)**	**7 (7)**

2   **(a)**   **(i)**   1 mark for each correct completion of graphs. No need to draw line for
temperature graph.   **(1 + 1) = [2]**

         (ii)   29°C (1), 5°C (1) or 24° C to 29° C (1)   **(1 + 1) = [2]**

         (iii)   June, Western Ghats, cools down, condenses   **(4 x 1) = [4]**

   (b)   **(i)**   Australia (1) North-west (1) North-east (1) Asia (1)   **(4 x 1) = [4]**

         (ii)   Could be four simple ways, two elaborated ways or one well elaborated for 3
marks plus one simple way for 1 mark.

                 Examples
                 Rice is planted in water (1) provided by heavy monsoon rains between July and
September (1) maybe extra water for second rice crop with irrigation (1)
Water for irrigation (1) to grow any second crop (1)
Provides extra water for dams and reservoirs (1) for water supply in dry season (1)
hydro-electric power (1)
Flooded fields provide breeding ground for fish (1) therefore fishing to further help
diet (1) fish a vital source of protein (1)
Monsoon rain may help the annual deposition of silt by rivers (1) to make fertile
land (1)
Provides water for drinking (1) for crops (1)
                                        (4 x 1) or (2 + 2) or (3 max + 1) = [4]

   (c)   **(i)**   More than 1000mm of rain fell in one day/on Thursday (1)
heaviest monsoon rains for a century (1)   **[1]**

(ii)   1 mark for each problem. 1 for how each could have affected people.
Examples
Landslides (1) or collapsed buildings (1) could have buried/killed/injured people (1) destroyed homes (1) made people homeless (1)
Floods (1) could have caused structural damage to houses (1) damage to people's belongings (1) damage to roads/bridges/airport (1) preventing people travelling/or help getting to them (1) make people homeless (1) cut off power supplies (1) cause evacuation (1) lead to dirty drinking water (1)
Dead bodies and animals (1) could lead to disease breaking out (1)

                                                     (2 + 2) = [4]

(iii)   1 mark for each way, 1 for how this could be used to help the area. Allow 3 max for good way/explanation.
Examples
Temporary shelters (1) to help people made homeless (1) or who are waiting to return eventually to badly flooded areas (1)
Medical aid (1) to help those injured (1) or who may suffer from water borne diseases (1)
Water purification facilities (1) to reduce the spread of disease (1)
Repair roads/bridges etc (1) to ensure people can travel normally (1) or so help can be obtained (1)
Quickly clear away landslide damage (1) to clean up area (1) or find dead bodies (1)
Begin re-building programme (1) to help re-house people (1) or restore equipment to damaged offices and factories (1)
Food aid (1) to prevent hunger/starvation (1)

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

(d)   **CASE STUDY**
High pressure systems likely to be a winter/summer anticyclones over Europe or possibly over desert area. If describe a climate or a low pressure weather event max of L2 = 3. If weather event not named and located max of L2=3.

Level of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.   **(1/2 marks)**

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

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 B3: Foundation Tier Mark Scheme

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

3   **(a)**   **(i)**   North, Zaragoza, Balearic Sea, 400   **(4 x 1) = [4]**

      (b)   **(i)**   dams and pipes   **(2 x 1) = [2]**

           (ii)   1 for reason, 1 for explanation
               Examples
               Tourists (1) Demand for swimming pools (1)
               Farming (1) Need to irrigate (1)
               Industry (1) Needs water for processing/cooling (1)
               Dry weather/lack of rainfall (1) need water for domestic use (1)
               Population increase (1) increased demand for drinking water (1)   **(1 + 1) = [2]**

           (iii)   Could be detailed explanation, two reasons each with an explanation
               Or four simple statements.
               Examples
               Excess rainfall in north (1) shortage in south (1)
               Cost effective (1) cheaper than desalinisation (1)
               Extra demand from tourists in the south (1)
               Need for irrigation for farmers in the south (1)
                        (4x1) or (3 max + 1) or (1 + 1) x 2 = [4]

      (c)   **(i)**   Description (1) use of figures (1)
               went up 2003 to 2004 (1) went down 2004 to 2005 (1) went down 2003 to
               2005(1)
               any specific figures relating to description
               2% (66% to 68%)increase 2003 to 2004 (1)
               20% (68% to 48%)decrease 2004 to 2005 (1)
               18% (66% to 48%) decrease 2003-2005.

                                             (2 x 1) = [2]

(ii) Long periods of drought (1) hot weather means evaporation (1)
greater demand from residents/tourists (1) lack of rainfall (1)
more rain in 2004 (1)   **(2 x 1) = [2]**

(d) (i) Rio Grande   **[1]**

(ii) 833m   **[1]**

(iii) Credit three simple reasons, one elaborated plus one simple or
one wholly elaborated reason.
Examples
Steep sided valleys (1) deep reservoir (1) less evaporation (1)
impermeable rock (1) less infiltration (1) little water loss(1)
many rivers/large catchment (1) water replaced effectively (1)
scrubland (1) poor quality for farming (1) low value land (1)
few people (1) little property drowned (1) low compensation
costs (1)
Upland (1) low temperatures (1) little evaporation (1)   **(3 x 1) = [3]**

(iv) Developed answer for each way or one wholly developed and
One simple way.
Desalination plants (1) nearness to Med. Sea (1)
More reservoirs (1) capture winter rainfall (1)
Water rationing (1) water meters (1)
National policies/water saving measures (1) and elaboration (1)
                                  (3 max + 1) or (1 + 1) x 2 = [4]

(e) CASE STUDY
Can be any flood, likely to be Boscastle, New Orleans, York etc.

Maximum of L2 = 3 if refer to a LEDC, or if only reference to country/continent.

Levels of response mark scheme. Work upwards from the lowest level. Award QWC
level first then Geography level.
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]

WATER, LANDFORMS AND PEOPLE

QUESTION B4: Foundation Tier Mark Scheme

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

4   **(a)**   Victoria, Geelong, Warrnambool, 250 kms   **(4 x 1) = [4]**

     (b)   **(i)**   Correct completion of sketch. 1 mark for each correct feature.
                      headland (1)   stack (1)
                      arch (1)   wave-cut notch (1)   **(4 x 1) = [4]**

          (ii)   Erosion – wearing away of the land (1)
                 Deposition – dropping of material (1)   **(2 x 1) = [2]**

          (iii)   Erosion   **[1]**

     (c)   **(i)**   Credit one mark for each way and one mark for its explanation.
                      Examples
                      The area contains beautiful scenery (I) people come for the views/
                      to photograph/paint (1)
                      For the water itself (I) natural affinity with water/to take part in water based
                      activities (1)
                      Peaceful/natural scenery e.g. cliffs/wildlife (1)
                      contrast for urban dwellers (I)
                      Beach (1) to swim/relax (1)

                                                 (1 + 1) x 2 = [4]

          (ii)   Credit one mark for each way and another for its explanation or
                 one wholly credited way and one simple.
                 Must explain the effects of a large number of visitors.
                 Examples
                 Parking on roadsides (1) causes erosion of verges (1)
                 Wearing away of the land (I) by footpath erosion (1)
                 Litter problems (1) affects local wildlife/visual pollution (1)
                 Birdlife reduces (I) scared away by pressure of visitors (1)
                 Large number of cars (1) causes specific pollution (1)
                        (3 max + 1) or   **(1 + 1) x 2 = [4]**

(iii)   Managing the use of resources for future generations.   **[1]**

(iv)   Credit one mark for explanation of each way. Must be no repetition of explanation in the three ways.
Providing litter bins would - reduce the amount of rubbish/litter (1) reduce visual pollution (1) reduce danger to wildlife (1)
Restricting vehicle access to the area would - reduce air or noise pollution (1) reduce need for more parking spaces (1) reduce overcrowding (1)
Charging admission to sensitive areas would - reduce numbers of visitors (1) help pay for protection measures (1)   **(3 x 1) = [3]**

(v)   Credit a different way from (iv) and its explanation.
Examples
Setting up restricted areas/times (1) to protect wildlife (1) to prevent erosion of landforms/footpaths (1)
Prevent commercial development of area (1) to protect the scenery (1) fencing areas (1) to allow area to regenerate and recover (1)
Setting up visitor centres (1) to educate people in the care of the environment (1)
Create honeypot sites (1) to polarise visitors and reduce damage elsewhere (1)   **(1 + 1) = [2]**

(d)   **CASE STUDY**
Can be any river landform e.g. waterfall, meander, ox-bow lake
Maximum of L2 = 3 if it is not a river landform or it is not named and located.
Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level.
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, WORK AND DEVELOPMENT

QUESTION C5: Foundation Tier Mark Scheme

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

5   **(a)**   **(i)**   North (1) Africa (1) middle (1)   **(3 x 1) = [3]**

         (ii)   0 marks for circling Yes/No. Either is acceptable with appropriate simple reasons. A variety of examples may be given relating to development indicators.
Examples
YES
Virtually all high income countries are north of the Brandt Line (1)
Having a simple division using north and south is easier to show rich (MEDC) and poor (LEDC) in terms of overall wealth (GNP) or (GDP) (1)
Middle income LEDCs eg Brazil, Mexico, Uruguay are significantly poorer than MEDC countries eg USA, UK, Japan (1)
Some countries that are approaching MEDC status still need to develop greater human dignity, security, justice and equality (1)
NO
Many LEDCs have made significant progress since 1980 with various indicators eg GNP, Life expectancy etc (1)
Some countries in South America are of similar middle income to those in Asia and Eastern Europe north of the Brandt Line (1)
Some LEDCs, mostly oil exporters, have higher income per capita than some MEDCs (1)
Some LEDCs eg in South America and Northern Asia have far more wealth and income than other LEDCs (particularly those very poor income countries in Africa) (1)
Probably need 3 or 4 groupings rather than 2 simple divisions (1)
Some LEDCs are culturally and socially more developed than some MEDCs. (1)
FOUNDATION candidates will give simpler versions of these.   **(2 x 1) = [2]**

(iii) Credit 4 simple reasons, two well elaborated reasons, or one very well-elaborated reason for 3 marks plus 1 mark for simple reason. Cannot have same answer reversed. Must be some comparison.
Examples
Mexico has more doctors per 100,000 people than Kenya (1), to treat people more quickly (1)
Mexico is richer than Kenya (1) and can afford more hospitals/medicines/drugs (1) to treat illness (1)
Mexico has better access to safer water supply, (1) therefore less illness disease (1)
People in Kenya have poorer diets than people in Mexico (1) because have less money to buy food (1), may suffer from malnutrition (1)

(4 x 1) or (2 + 2) or (3 max + 1) = (4)

(b) **(i)** Do not accept examples. Bottom line = (providing) a service **[1]**

(ii) Primary = 41 %, Secondary = 20% **(2 x 1) = [2]**

(iii) Marks awarded for the recognition that primary has fallen (1), secondary has increased (1) tertiary has increased (1) **(2 x 1) = [2]**

(iv) Marks awarded for simple or elaborated statements. There must be at least two reasons for three marks.
Examples
Mechanisation in farming (1) has caused a decline in primary employment (1)
Mexico may have tried to attract new industries (1) MNCs to bring labour intensive factories with low wages (1) to increase secondary employment (1)
More money in country (higher GNP) (1) means increased spending on public services eg health, education, will increase tertiary employment (1)
Development of tourism (1) and improved roads and railways (1) will bring further tertiary employment (1)

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

(c) **(i)** 1 mark for each reason.
Examples
Will accept any two of the quotes relating to low factory costs (1) close to border (1), no Trades unions (1), low taxes (1)
Mexico is nearest LEDC as it borders USA) components easily and quickly transported from USA/finished items delivered back quickly to USA (1) lower wages than USA (1) fewer health and safety laws (1) cheap to set up factories (1) **(2 x 1) = [2]**

(ii) Jobs (1) Cash to support Mexico's economy (1) benefits from US technology (1) stops Mexicans moving into USA (1) increases skills (1) **(2 x 1) = [2]**

(iii) Must elaborate at least one bad effect for full marks.
Listing 4 bad effects max of 2 marks. Do not credit repetition of explanation.
Examples
Long working hours (1)/women working nights (1) may lead to accidents (I) illness (1)
Unsafe use of chemicals (1) leads to health problems/death (1) rashes/vomiting (1)
Poisoned rivers (1) may lead to bad drinking water (1) may affect people's health (1)
No trade unions (1) means no workers rights (1) lack of health and safety (1)
Air pollution (1) affects health (1)
Noise pollution (1) disturbs people/sleep (1) **(3 + 1) or (2 + 2) = [4]**

(d)   **CASE STUDY** Any kind of trade can take place eg primary and secondary goods or tertiary services. If use Mexico must add new information. L2 max = 3 if no reference to imports and exports in (ii) and if named continent only.
Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. 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 is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.
(5 marks)

Total Marks [30]

PEOPLE, WORK AND DEVELOPMENT

QUESTION C6: Foundation Tier Mark Scheme

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

6   **(a)**   **(i)**   Dingolfing   **[1]**

              (ii)   Europe (1) Munich (1), two (1) skilled (1) south (1)   **(5 x 1) = [5]**

              (iii)   Simple definition; accept all over the world (1)
                       A company that has its headquarters in one country (1)
                       and at least one other branch in another country (1)

                                                         (1 + 1) = [2]

              (iv)   Credit two simple reasons
                       Examples
                       Lower wages (1) more profit (1) access to potential new markets (1) trade
                       barriers such as tariffs and quotas can be avoided. (1) LEDCs encourage
                       companies with low taxes (1) Cheaper to build factories (1)   **(2 x 1) = [2]**

      (b)   **(i)**   Two reasons needed with elaboration. Allow 3 max plus 1 or 2 + 2.
                       Examples
                       Land is flat (1) which means easier to build on (1) can be one storey with
                       space to park cars (1)
                       Plenty of land/open countryside (1) so room for expansion (1)
                       Close to motorways/railway system (1) so bringing in components/taking out
                       cars easy (1) good access to German and European markets (1) access for
                       workers (1)
                       Close to airport (1) allows BMW senior management/business people easier
                       access (1) Greenfield site outside city (1) so cheaper to build on. (1)
                       Leipzig close by (1) so labour supply available (1)

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

(ii) 1 mark for way, and 1 for explanation. Make allowance for positive aspects.
Destroys the countryside (1) because ecosystems will be lost (1) loss of plants (1) death/migration of wild life.(1)
Noise/air pollution (1) due to workers vehicles (1) lorries coming in and out of the plant. (1)
Factory building will spoil the view (1) due to the human made structure in an area of countryside.(1)

(1 + 1) = [2]

(c) **(i)** The Phoenix Group (1)

(ii) Two ways needed with elaboration. Allow 3 max plus 1 or 2 + 2.
Examples
May leave area (1) because there is no work/to look for a new job (1) to leave a depressed area (1)
Big loss in earnings (I) so many have financial problems eg paying the mortgage, meeting car repayment loans (1), so people may suffer from depression (I) stress placed on family life (1) loss of self esteem (1)
Re-train for new jobs (I) as Government will possibly offer training schemes and grants (1)
May lead to crime (1)

(3 max + 1) or (2 + 2) = (4)

(iii) Credit one wholly elaborated way, one elaborated and one simple or two. elaborated. If just list separate points max 2.
Need to refer to negative multiplier effect. Accept reference to the term for one mark.
Examples
End of car making will cause further unemployment (1) as suppliers and sales staff will be laid off. (1) .
Less money to spend by unemployed (1) will mean local business e.g. shops, pubs, leisure facilities will see profits drop (1) and may go out of business (1) causing more unemployment (1)
Less money paid in taxes/rates so local and national government will lose money (1) and have to pay unemployment benefits (1) and less money to spend on local services (1)

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

(d) **CASE STUDY**
Could be any primary, secondary or tertiary economic activity.
Can be at any scale.
Max L2=3 if not a specific place in the UK or if a continent only is given for examples elsewhere in the world.
Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. 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 is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

(5 Marks)

Total Marks [30]

Mark Scheme 1987/02
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1   Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting**. *(Section 5c, page 6)*

2   After the standardisation meeting

a)   Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.

b)   All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.

c)   **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d)   **Recording of marking: the scripts**

    i)   Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.

    ii)   All numerical marks for responses to part questions should be recorded un-ringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.

    iii)   The ringed totals should be transferred to the front page of the script, where they should be totalled.

    iv)   Every page of a script on which the candidate has made a response should show evidence that the work has been seen.

    v)   Every blank page should be crossed through to indicate that it has been seen.

(Section 8a – d, page 8)

e)   **Handling of unexpected answers**

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

(Section 6a, bullet point 5, page 6)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

(Appendix 5, Para 17, page 26)

CLIMATE, THE ENVIRONMENT AND PEOPLE

QUESTION A1: Higher Tier Mark Scheme

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

1   **(a)**   **(i)**   Sulphur Dioxide (1), Nitrous Oxide (1)   **[2]**

         (ii)   1 mark for activity, 1 mark for how it causes acid rain. Do not credit simple 'emissions into atmosphere' twice.
                 Industrial pollution (1) factories emitting waste into atmosphere (1)
                 Use of Cars (1), Carbon monoxide into atmosphere (1)
                 Power Stations (1) Emissions into atmosphere (1)   **(1+1)x2 = [4]**

    (b)   **(i)**   Must be geographical location e.g. North or South
                 Central Europe (1), South of Baltic Sea (1), East of Germany (1),
                 North east of Czech Republic (1), North west of Ukraine (1),
                 West of Belarus (1), South west of Lithuania (1) and Russia (1)   **[3]**

         (ii)   Westerly winds bring more atmospheric pollution (1) from Germany (1) UK(1) and Czech Republic (1) adds to domestic acid rain sources (1), Greater amounts condense in the atmosphere above Poland (1) causes more damage to buildings/natural environment (1)
                                         (1+1)x2 or (4x1) = [4]

    (c)   **(i)**   97-98%   **[1]**

         (ii)   1 mark for each way, 1 mark for explanation. Anything that reduces pollution
                 Examples
                 Reduce emissions (1) Fit scrubbers to chimneys (1)
                 Stopping other countries polluting (1)
                 Use more renewable fuels (1) wind (1) water (1)
                 Reduce car pollution (1) catalytic converters fitted (1) walk to work (1)
                 Reduce coal or gas fired power stations (1)
                 Less pollution in atmosphere (1)
                 Education to switch off lights (1)   **(1+1) x 2 = [4]**

(iii)   1 mark for way, 1 mark for explanation. Any affect on any environment
Examples
Coal mining (1), Waste left on surface (1) Scars the natural
landscape (1) Footpath erosion (1) Surface damaged by too many
people walking (1) Rivers polluted (1) use of nitrogen and
fertilisers on fields washing into waterways (1) House building (1)
Eats away at countryside (1)   **(1+1) x 2 = [4]**

(d)   CASE STUDY: Can be any ecosystem e.g. Amazon Rainforest, Wetlands,

Levels of response mark scheme. Work upwards from the lowest levels. Award QWC
level first then Geography level. Adjust if necessary. Must be more than 1 group.
Max L3.

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 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]**

Total marks: [30]

CLIMATE, ENVIRONMENT AND PEOPLE

Question A2: Higher Tier Mark Scheme

Question	Knowledge	Understanding	Application	Skills
(a) (i)				4
(ii)		1	1	
(iii)	1	1		
(b) (i)	1	1		2
(ii)	2	2		
(c) (i)		1		1
(ii)	2	2		
(d)	4	2	2	
Total	10 (10)	10 (10)	3 (3)	7 (7)

2   (a)   (i)   Mark as 3max +1 or 2+2. Needs a figure for the second mark in each.
Examples
Precipitation. Very high precipitation between June and September (1) rising to nearly 700mm peak in July (1). Very dry between November and May (1), 4 months with no precipitation. (1)
Temperature. High temperature throughout the year (1) hottest month May at 29 degrees centigrade. (1) Temperature range 29 degrees C to 24 degrees C or 5 degrees C. (1) Coolest months are Dec/Jan/Feb. (1)
                                                                        (3max +1) or (2+2) = (4)

(ii)   An elaborate response for 2 marks, or 2 separate responses for 2 marks.
Examples
Mumbai lies fairly close to the Equator (1) between the Tropic of Cancer and Equator (1) therefore the angle of the sun's rays is high throughout the year. (1)
Sun is at its highest over Mumbai in April/May period (1) which will give the highest temperatures of the year.(1)
Sun's angles are slightly shallower in Dec/Jan (1) when temperatures are not quite as warm. (1)
Warm winds blow on shore (1)   **(1+1) or (2x1) = (2)**

(iii)   Two clear processes for two marks.
Example
Prevailing warm moist winds from south-west (1) forced to rise by the mountains (Western Ghats) (1) cools and condenses (1) to form clouds and rain. (1) Accept an annotated diagram.   **(1+1) = (2)**

(b)   **(i)**   Maximum of 2 for description. Maximum of 3 for explanation.
Examples
Description – Wind blows north-west from Australia to Equator (1) then north-east to India and the rest of Asia (1) north east or north west from Bay of Bengal (1) north-west to Himalayas and Thar Desert (1)
Explanation – Air always blows from high to low pressure. (1)
In June the land mass of Asia is hotter than surrounding seas (1) air begins to rise giving low pressure at surface. (1) Warm moist air drawing towards low pressure. (1) Opposite occurs in Australia in June where land is cold and gives high pressure (1)

(1+3) or (2+2) =(4)

  (ii)   Credit two elaborated responses or 1 well elaborated response plus 1 simple response.
The arrival of the summer monsoon provides water to plant the rice in (1)
To store water for later irrigation (1) to grow second crop after monsoon rain. (1)
To supply water supplies in reservoirs (1) to use in the dry season (1).
To provide water (1) for the development of H.E.P. (1)
Flooding fields can enable fish to breed (1) so fishing (1) fish are a vital source of protein. (1)
Monsoon rain may help the annual deposition of silt by rivers (1) to provide fertile land. (1)   **(3+1) or (2+2) = (4)**

(c)   **(i)**   No mark for stating the 2 problems but how each one affects people. No credit for repetition of answers.
Examples
Landslides could have buried/killed/injured people (1) destroyed homes and made people homeless.(1) Power supplies are broken down (1)
Floods could cause structural damage to houses (1) damage peoples belongings (1) damage to roads/bridges/airport prevent people travelling/or help getting to them (1) cause homelessness/evacuation from homes (1) lead to dirty contaminated water therefore water borne diseases (1)
Destroys crops (1), leading to famine (1) creates refugees (1)

(1+1) = (2)

  (ii)   Credit one well elaborated response plus one simple, or two elaborated responses.
Examples
Bring in pumps (1) to remove the water (1)
Temporary shelters (1) to help people made homeless (1) or who are waiting to return eventually to badly flooded areas. (1)
Medical aid (1) to help those injured (1) or who may suffer from water borne diseases (1)
Water purification facilities (1) to reduce the spread of disease. (1)
Repair roads/bridges etc. (1) to ensure people can travel normally (1) or so help can be obtained. (1)
Quickly clear away landslide damage (1) to clean up area (1) or find dead bodies. (1)
Begin re-building programme (1) to help re-house people (1) or restore equipment to damaged offices and factories. (1)   **(3+1) or (2+2) = (4)**

(d) CASE STUDY High pressure system likely to be winter/summer anticyclones over Europe or possibly over desert areas. If describe a climate or low pressure weather event/hurricanes max L2 =4. If they use India or Bangladesh unless new information no marks.

Max L3 if only describe people or environment

Levels of response mark scheme. Work upwards from lowest level.

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 descriptive detailed points with some explanation. Communication has 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 is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.   **[7/8 marks]**

Total marks: [30]

WATER, LANDFORMS AND PEOPLE

QUESTION B3 : Higher Tier Mark Scheme

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

3 (a)   Must be geographical location
Rises in the North of Spain (1) North east of Leon (1) flows South
easterly (1) passes through city of Zaragoza (1) reaches the sea
South east of Barcelona (1) flows into Mediterranean Sea (1) or Balearic Sea (1)
                                                               (3x1) = [3]

     (b)   **(i)**   dams and pipes (1) pipes (1)   **[1]**

           (ii)   1 for reason, 1 for explanation
Tourists (1) Demand for swimming pools (1) need for showers and baths (1)
Farming (1) need to irrigate (1)
Industry (1) demand for cooling (1)
Population increase (1) demand for drinking water (1)   **(1+1) = [2]**

          (iii)   Could be detailed explanation or two reasons each with an explanation.
Excess in north (1) shortage in south (1)
Cost effective (1) cheaper than desalinisation (1)
Extra demand from tourists in the south (1)
Need for irrigation for farmers in the south (1)
Cannot repeat answers in (b)(ii)   **(2+2) or (1+1) x 2 = [4]**

     (c)   **(i)**   Description (1) Use of figures (1)
Went up 2003 to 2004 (1) went down 2004 to 2005 (1)
Any figures (1) 2004 68% (1) increase of 2% (1)
2005 – decrease 20% (1) Max 1 if no figures   **(2x1) = [2]**

          (ii)   Long periods of drought (1) Hot weather means evaporation (1)
Greater demand from residents/tourists (1) Lack of rainfall (1)
                                                  (2 x 1) = [2]

(d) **(i)** Maximum of three marks if no elaboration of simple statements. Must be map evidence
Examples
Steep sided valleys (1) so low surface area to volume of water (1) so little evaporation (1)
Impermeable rock (1) so little loss through infiltration (1)
Lots of rivers/extensive catchment (1) so large supply of water (1)
few people/little industry (1) so less chance of water pollution (1)

(1+1)x2 or (3x1) + 1 = [4]

(ii) Credit simple and developed answer for each way.
Desalination plants (1) nearness to Med.Sea (1)
More reservoirs (1) capture winter rainfall (1)
Water rationing (1) Water meters (1)
No planning permission for new swimming pools (1)
Helps to conserve water (1) Education programmes
Groundwater supplies (1)

(1+1)x2 = [4]

(e) CASE STUDY: Can be any flood in an MEDC. Likely to be Boscastle, New Orleans, York etc. Max L2 if use LEDC. Max L2 if only country or continent. Max L3 if only 1 group.

Levels of response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. 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 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]**

Total marks: [30]

WATER, LANDFORMS AND PEOPLE

QUESTION B4 : Higher Tier Mark Scheme

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

4   (a)   (i)   Must be geographical location
Road runs between Warrnambool (1) and Geelong (1) on the
South coast (1) goes through towns of Torquay, Lorne, through Oatway
National Park, Apollo Bay, Port Campbell (1) located in Victoria (1)**(3 x1) = [3]**

(b)   (i)   Credit simple statements and their elaboration. May gain full credit
using a labelled and annotated diagram or diagrams.
Hydraulic action of the sea (1) forming cracks in the cliff (1)
Cave eventually forms (1) next an arch (1) collapses to form
Stack (1) by solution over time(1) erosion/weathering (1)   **4x1 or (1+1)x2 = [4]**

(c)   (i)   Credit one mark for each reason and one mark for its explanation.
Examples
The area contains beautiful scenery (1) people come for the views/
to photograph/paint (1) sandy beaches (1)
For the water itself (1) natural affinity with water/to take part in water based
activities (1)
Natural scenery (1) contrast for urban dwellers (1)
Hot sunny weather (1)   **(1+1) x 2 [4]**

(ii)   Credit one mark for each consequence and another for its explanation.
Must explain the effects of a large number of visitors. Can predict positive
consequences.
Examples
parking on roadsides (1) causes erosion of verges (1)
wearing away of the land (1) by footpath erosion (1)
litter problems (1) affects local wildlife/visual pollution (1)
birdlife reduces (1) scared away by pressure of visitors (1)
Noise or emissions pollution from vehicles (1)
Adds to poor environment (1)   **(1 + 1) x 2 = [4]**

(iii)   Managing the use of resources (1) for future generations(1), or similar (1).   **[2]**

(iv)   Credit ways and their elaboration. Maximum of three marks if there is no
            elaboration of simple responses.
            Examples
            National Parks have powers to manage activities of people/to achieve a
            balance between the interests of environment and people (1) to ensure that the
            environment is not damaged (1)
            prevent commercial development of area (1) to reduce visual pollution/protect
            scenery (1) to discourage arrival of even more visitors (1)
            may restrict vehicle access to whole area (1) use 'park and ride' (1) reducing
            air pollution (1)
            setting up restricted areas (1) to protect wildlife (1) to prevent erosion of
            landforms/footpaths (1)   **(1+1+1)+(2x1) or (1+1)x2 +1 = [5]**

(d)   CASE STUDY: Can be any river landform eg waterfall, meander, ox-bow lake.

           Maximum of L2 = 4 if it is not a river landform. If coastal must be new, L0=0 if just a
           river. Max L2 if generic.

           Levels of response mark scheme. Work upwards from the lowest levels. Award QWC
           level first then Geography level. 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 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]**

                                                                          Total marks: [30]

PEOPLE, WORK AND DEVELOPMENT

Question C5: Higher Tier Mark Scheme

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

5   **(a)**   **(i)**   Three simple locational points looked for; at least 1 mark for reference to Brandt Line. Do not accept above/below Brandt Line.
Examples
Most are north of the Brandt Line. (1) Heavy concentration in Western Europe. (1) North America. (1) Australasia (1) Japan (1) etc.   **(3x1) = (3)**

         (ii)   0 marks for Yes or No. Either is acceptable with appropriate reasons. A variety of examples may be given relating to development indicators. 3 separate responses needed.
Examples
YES
Virtually all high income countries are north of the Brandt Line. (1)
Having a simple division using north and south is easier to show rich (MEDC) and poor (LEDC) in terms of overall wealth (GNP) or (GDP). (1)
Wealthier LEDCs eg Brazil, Mexico, etc. are significantly poorer than MEDC countries e.g. USA., UK., Japan. (1)
Some countries that are approaching MEDC status still need to develop greater human dignity, security, justice and equality. (1)
NO
Many LEDCs have made significant progress since 1980 with various indicators e.g. GNP, GDP, Life expectancy etc. (1)
Some countries in South America are of similar middle income to those in Asia and Eastern Europe north of the Brandt Line. (1)
Some LEDCs, mostly oil exporters, have higher income per capita than some MEDCs. (1)
Some LEDCs e.g. in America and Northern Asia, have far more wealth and income than other LEDCs. (particularly those very poor income countries in Africa). (1)   **(3x1) = (3)**

(iii) Will accept two reasons which are elaborated from the evidence in the table.
Examples
Mexico has more doctors per 100,000 people than Kenya to treat people. (1)
Mexico is richer than Kenya and can afford more hospitals/medicines/drugs to treat illness. (1)
Mexico has better access to safer water supply therefore less chance of catching disease.(1)
People in Kenya will have poorer diets than people in Mexico because less money (1)   **(2x1) = (2)**

(b) **(i)** Marks awarded for the recognition that primary has declined (1) while secondary has risen (1) and for quoting direct evidence from the graph using 3rd mark for figures   **(3x1) = (3)**

(ii) Marks awarded for simple statements or elaborated statement plus one simple one.
Examples
Mechanisation in farming (1) has caused a decline in primary employment. (1)
Mexico may have tried to attract new industries (1) MNCs to bring labour intensive factories with low wages (1) to increase secondary employment. (1)
More money in country (higher GNP) (1) means increased spending on public services eg health, education, (1) will increase tertiary employment.
Development of tourism (1) and improved roads and railways (1) will bring further tertiary employment. Exhausted raw materials (1)
                (2 max +1) or (3x1) = (3)

(c) **(i)** 1 mark for each reason.
Examples
Mexico is nearest LEDC as it borders USA. (1) components easily and quickly transported from USA./finished items delivered back quickly to USA (1) lower wages than USA (1) fewer health and safety laws (1) cheap to set up factories (1). No organised unions (1) Employees work longer hours (1)
                (2x1) = (2)

(ii) Select 1 feature and elaborate a response for two marks.
Women workers doing night shifts will be extremely tired (1) and may lead to accidents at work or home (1) illness etc. Unsafe use of chemicals and dumping poisonous waste in rivers may lead to bad drinking water (1) and may affect people's health (1) may lead to rashes/vomiting (1) and even cause heart problems and death (1).   **(1+1) = (2)**

(iii) Two other ways needed with elaboration.
No trade unions (1) mean no workers' rights (1) lack of health and safety precautions. (1)
Generally only manual work available (1) therefore no research and development or higher manual jobs. (1)
Most profits go out of Mexico (1) so they don't make sufficient money to further their economy. (1)
May out compete local Mexican business (1) and cause some to close down. (1). No repletion of (c)(ii) must be something new   **(1+1) x2) = (4)**

(d) Any kind of trade can take place eg primary and secondary goods or tertiary services. If use Mexico must add new information. If only adv. and imports max L3

Levels of response mark scheme. Work upwards from lowest level.

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 descriptive detailed points with some explanation. Communication has 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 is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

Total [30]

PEOPLE, WORK AND DEVELOPMENT

Question C6; Higher Tier Mark Scheme.

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

6 (a) (i)   Dingolfing   **(1)**

(ii)   Simple definition: accept all over the world (1)
A company that has its headquarters in one country (1) and at least one other
branch in another country. (1)   **(1+1) = (2)**

(iii)   Must be geographical. Three simple locational points looked for; 1 for reference
to Brandt Line. Do not accept above/below Brandt Line.
Examples
Most are north of the Brandt Line. (1) Just one lies to the south of the Brandt
Line. (1) Heavy concentration in Western Europe. (1) 6 factories in Germany
(1) 2 factories in U.K. (1) One in S Africa (1)   **(3x1) = (3)**

(iv)   Two simple differences looked for.
Car assembly factories are all south of the Brandt Line whereas only 1 car
production factory is there. (1)
Most are located in south-east Asia whereas no car production factories are
there (1) Comparison can be between the two answers   **(2x1) = (2)**

(v)   1 mark for reason and 1 mark for explanation. Do not allow two separate
reasons.
Examples
Labour cheap (1) so lower wages therefore more profits. (1) Access to
potential new markets (1) as trade barriers such as tariffs and quotas can be
avoided. (1) Close to buyers(1) reduces transport costs. (1) Low taxes offered
by governments (1) to attract MNCs to set up new firms. (1)
Lack of skills (1) can only assemble (1)   **(1+1) = (2)**

(b) **(i)** Two reasons taken from the extract (0 marks) but **explanation** of each for the two marks. Requires "so what" add on for mark.
Examples
Land is flat which means easier to build on (1) can be one storey with space to park cars. (1)
Open countryside so room for expansion. (1)
Close to motorways/railway system so bringing in components/taking out cars easy (1) good access to German and European markets (1) access for workers. (1)
Close to airport allows BMW senior management/business people easier access (1) Greenfield site outside city so cheaper to build on. (1) pleaseant environment (1)
Leipzig close by so labour supply available. (1)   **(2x1) = (2)**

(ii) Must explain two separate ways for 2 marks.
Destroys the countryside because ecosystems will be lost (1) loss of plants (1) death/migration of wild life. (1)
lorries coming in and out of the plant. (1) Noise/air pollution due to workers vehicles (1)
Factory building will spoil the view due to the human made structure in an area of countryside. (1)   **(2x1) = (2)**

(c) **(i)** Credit two separate elaborated effects or 1 linked continuum for 3 or 4 marks.
Examples
Less disposable family income (1) so people less to spend on entertainment (1) and children cannot afford fashionable clothes (1) resulting in stigma/bullying (1) standard of living goes down (1) lower paid jobs (1)
Big loss in earnings (1) so may have financial problems eg paying the mortgage or meeting car repayment loans (1) so people may suffer from depression (1) stress placed on family life/may lead to potential family break up.(1)
People (families) leave the area in search of work (1) causing family separation/families to move away from friends/relatives. (1)
Re-train for new job (1) as government will possibly offer training schemes and grants.(1**)** crime rate increases (1)   **(2+2) (3+1) (1+1+1+1) = (4)**

(ii) Credit elaborated responses. If negative multiplier explained well maximum marks
Examples
End of car making will cause further unemployment (1) as suppliers and sales staff will be laid off (1) wage levels go down (1)
Less money to spend by unemployed (1) will mean local business eg shops, pubs, leisure facilities will see profits drop (1) and may go out of business (1) causing more unemployment. (1)
Less money paid in taxes/rates so local and national government will lose money (1) and have to pay unemployment benefits (1) and less money to spend on local services (1)   **(1+1+1+(3+1) or (1+1) x 2 = (4)**

(d) CASE STUDY could be any primary, secondary or tertiary economic activity. **Can be at any scale.** Max L3 if only advantage OR disadvantage. 50 year rule for any industry.

Levels of response mark scheme. Work upwards from lowest level. L2= the anywhere answer.

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 descriptive detailed points with some explanation. Communication has 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 is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **[7/8 marks]**

Total [30]

Mark Scheme 1987/03
June 2007

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Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting**. *(Section 5c, page 6)*

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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

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- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
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d) **Recording of marking: the scripts**

i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.

ii) All numerical marks for responses to part questions should be recorded un-ringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.

iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.

iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.

v) Every blank page should be crossed through to indicate that it has been seen.

(Section 8a – d, page 8)

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• a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;

• the handling of unexpected, yet acceptable answers.

(Section 6a, bullet point 5, page 6)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

(Appendix 5, para 17, page 26)

General Instructions

1   It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.

2   Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket.** It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive.** The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting.** Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.

3   The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

1   Marks given should be clearly indicated by ticks at the point which earns the mark (i.e. on or very close to a key word or at the end of a phrase or sentence which is bracketed).

        One tick = one mark. Annotated where necessary.

        This is **not**, however, the case where level descriptors are used. Here, valid judgements are underlined and an overall judgement of level and mark made.

2   Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by **the use of pencil ticks.**

        Ticks match   Addition
        Sub-totals   Final total
        Transfer to front   Transfer to MS2
        Judgement of QWC

3   A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using an agreed symbol (e.g. an insert symbol).

4   Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres providing they are helpful and constructive rather than critical. If in doubt, do not comment.

5   The following aspects of marking will be referred to in the standardisation meeting:

        Elaboration/qualifying marks
        Quality of written communication
        Rubric
        Examiner's report

6   Take your time over the marking. Many parts are not easy to mark.

Vietnam is a country in south-east Asia. This paper compares the population of Vietnam with other countries. It looks at the reasons for movement of people in Vietnam and the effects of such movement on the areas the migrants come from and go to. It also asks you to decide how Vietnam might plan for the future.

Marks

Part A This part looks at world population distributions. It also looks at why people move from Vietnam's rural areas and the effects of this movement on people who stay in the rural areas.

21

Part B This part looks at the pattern of movement to Hanoi, the capital city of Vietnam. It also looks at the effects of movement of people into Hanoi on those people and on the local government of Hanoi.

19

Part C This part looks at why people move to Hanoi. It also looks at different ways in which Vietnam could plan for its future and asks you to decide on the best development for the future.

20

Total marks

<u>60</u>

Part A

You should spend about 20 minutes on this part.

This part looks at world population distributions. It also looks at why people move from Vietnam's rural areas and the effects of this movement on people who stay in the rural areas.

(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 population living in rural areas	Country
73	Madagascar
25	Mexico

         One mark for each correctly shaded country   *2x1*   **[2]**

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

         Most countries have over 60% of their population living in rural areas are to the *south* of the Brandt Line. The main exception to this is the continent of *South American* where most countries have 20% or less living in rural areas. The percentage living in rural areas of Vietnam is *61-100%*   *3x1*   **[3]**

     (iii)   What is meant by a "rural area"?

         Accept a bottom line response of countryside/farmland.

         Do not accept 'not an urban area'   **[1]**

(b) Study Table 1 in the separate Resource Booklet. It shows some standard of living indicators for Vietnam and the United Kingdom (UK).

     (i) Is the standard of living in Vietnam better than, worse than or similar to that in the UK?
            Circle the correct answer.

            One mark for clearly indicating worse.   **[1]**

     (ii) Use information in the table to **explain** your choice.

            Must be comparative statements. Must use only information from the table.
            Accept three simple statements, an elaborated and a simple statement or one wholly elaborated statement.
            Examples:
            All Vietnam indicators are poorer than those for the UK (1)
            Fewer can read/write (1) lower literacy rates/difficulty in gaining education (1) so less chance of well paid job (1).
            Lower GDP/country has little money (1) so poor (specific) services (1).
            Fewer doctors/difficult to see a doctor (1) so less chance of cure (1).
            Lower access to clean water/many can't get clean water (1) so disease spreads (1)
            Only accept one vague reference to 'quality of life' (1).

                                  3x1 or 1+(1+1) or 1+1+1   **[3]**

(c) Study Graph 1 in the separate Resource Booklet.

     Using information from the graph, **tick (✓) the two** correct statements below.

Statement	Tick (✓)
The % of people living in rural areas goes down every ten years between 1960 and 2000	
The % of people living in rural areas is predicted to go down rapidly after 2000	✓
The % of people living in rural areas is predicted to have more than halved between 1960 and 2020.	
There was a rise in the % of people living in rural areas between 1970 and 1980.	✓

     Credit one mark for each correctly ticked box. If three boxes are ticked, of which two are correct, credit one mark.   *2x1*   **[2]**

(d)   Study Photograph 3 in the separate Resource Booklet.

   (i)   **Describe the activity in the photograph.**

   Credit only description – not explanation.
   Bottom line responses: farming/farmer/working with crops.   **[1]**

   (ii) **Choose from the captions** two reasons why people are leaving rural areas in
   Vietnam. **Explain** each reason.

   Only accept reasons stated in the captions. No mark for the reason.
   Credit only two simple explanations of push factors and their elaboration.
   Examples:
   Poverty: People cannot afford to feed families (1) starvation (1)
   Poor sanitation: Sewage is not removed (1) disease spreads (1)
   Under-employment: Cannot work full week (1) do not get enough money (1)
   Weather reliance: Poor weather/severe storms/flooding/strong winds/ could ruin
   crops (1)
   not enough food (1)
   Landlessness: No land to farm (1) cannot grow food/earn money (1).
   Credit 'can't survive (1) only once.

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

   (iii) Most people who leave the rural areas are young adults. **Explain** how their leaving
   might affect the lives of those who stay in the rural areas.

   Credit either four simple, two elaborated or wholly elaborated statements.
   Examples:

   Negatives:
   No-one remains to do the farming (1) so families remain unfed (1) malnutrition (1)
   Land becomes overrun (1) so food supplies reduced (1) malnutrition (1)
   Population is ageing (1) so no-one to look after the elderly (1)
   Old and infirm are not fed/looked after properly (1) so open to disease (1)
   Lees money being spent (1) economy declines (1)
   They will struggle/it will be worse (1)
   Loss of manpower (1) communal tasks take longer (1)

   Positives:
   Less pressure on available land (1) so more crops/employment for those remaining
   (1) richer (1).
   Money sent from urban areas to family members (1) so more disposable income in
   villages (1) afford more luxuries (1).   (1+1+1+1) or (1+1+1) + 1 or 4x1 or 2 (1+1) **[4]**

                                                          Total mark: 21

                                             End of Part A

Part B

You should spend about 20 minutes on this part.

This part looks at the pattern of movement to Hanoi, the capital city of Vietnam. It also looks at the effects of movement of people into Hanoi on those people and on the local government of Hanoi.

(a)   Study the map below. It shows the pattern of movement of people into Hanoi.

   (i)   **Complete the map** using the scale to show that **20%** of the total people moving to Hanoi **came from the North region.**

   One mark for correct arrow width.
   One mark for correct arrow head.   *2x1*   **[2]**

   (ii)   Use evidence from the map to **complete** the following passage.

   The greatest percentage of migrants to Hanoi came from the <u>*Red River Delta*</u>
   Region. 60% of the total migrants came from there. The third largest percentage of
   migrants came from North-central region with <u>13 - 17% </u>of the total. The greater the
   distance a region is from Hanoi the <u>*less/lower/smaller* </u>the percentage of migrants.
                                                               3x1   **[3]**

(b)   Study Photograph 4 in the separate Resource Booklet.

   (i)   **Describe** two features of the houses in the front of the photograph.

   Credit only description. Do not credit location, explanation or emotive statements.
   Examples:
   On stills (1) /made of wood (1) /cloth (1) /iron (1) /single storey (1)/ small (1)
   close together (1)/ poor quality (1) on stilts (1) veranda (1) electricity (1) tv (1)
                                                               2x1   **[2]**

   (ii)   **Give** and **explain** one disadvantage of the **location** of these buildings for the people living in them.

   Credit one mark for the locational disadvantage and a second for the explanation.
   Examples:
   Next to / on water (1) disease breeds (1) /smelly (1) /danger of flood (1)
   On stilts in water (1) stilts could rot/collapse (1)
   Flooding (1) damage to property (1)

                                                               1+1   **[2]**

(iii)   **Give** and **explain** one advantage of the **location** of these buildings for the people living in them.

Credit one mark for the locational advantage and a second for the explanation.
Examples:
Near houses/ hotel / built up area / city centre (1) access to services (1) job opportunities (1)
next to / on water / water (1) for drinking (1) for transport (1) fish/food source / washing (1)

                                              1+1   **[2]**

(iv)   Use photographic evidence to **suggest how the buildings themselves** are likely to affect the quality of life of the people living in it.

Credit either three simple, one elaborated plus one simple or one wholly elaborated statement.
Do not credit reference to electricity.
Examples:
small (1) so crowded (1)/lack of privacy (1)
leaky roof (1) so wet inside (1)/damp bedding etc (1)
gaps in walls (1) so draughty (1)/uncomfortable (1)
no mains water (1) so must take direct from river (1) possibly polluted (1)
no sanitation (1) disease (1)
poor build quality (1) could collapse (1) injury (1)

                                                              [3]

(v)   **Suggest and explain** why a rapid increase in slum dwellings is likely to cause difficulties for the Hanoi local government.

Credit a maximum of three marks for simple statements.
Credit maximum of three marks if no difficulties for the Hanoi local government are expressed.
Could be one well developed sequential point.
Examples:
Costly to the authorities/authorities may not have enough money (1) need to provide main water (1) sewerage (1) to reduce risk of disease/spread of disease (1) need to provide housing (1) fire hazard (1).
Increased population/overpopulation (1) need for more hospitals (1) to prevent mortality rates rising (1) schools (1) to educate the children (1)
Crime/unrest (1) increased begging (1) negative image of city (1)/tourism implications (1)
People will blame local authorities (1)
Lost income to Hanoi authorities (1) no rent/council tax (1)

                                                              [5]

                                           Total marks   **19**

End of Part B

Part C

You should spend about 50 minutes in this part.

(a)   Study Photograph 5 in the separate Resource Booklet.

Explain how the activities in the photograph might encourage more people to move to Hanoi.

Credit explanation that is consistent with the urban improvements shown in the photograph. Either two simple or one elaborated statement.
Examples:
Better/increased housing (1) services (1) jobs (1) in Hanoi.
Markedly better than village conditions (1).
Feeling that Hanoi authorities will help migrants (1) therefore welcome (1).   **[2]**

(b)   Study Table 2 in the separate Resource Booklet.

(i)   Name one type of employment that has **increased** in Ngoc Dong village between 1993 and 2003

Credit one descriptive point. Do not credit explanation.
Examples:
Increase in bamboo and/or rattan work (1) / trading (1).

(ii)   Name one type of employment that has **decreased** in Ngoc Dong village between 1993 and 2003.

Credit one descriptive point. Do not credit explanation.
Examples:
Reduction of people in farming (1) /rice farming (1)/cash crops (1)/pig rearing (1)/building (1).

(iii) Give two reasons why changes between 1993 and 2003 might encourage some people to **stay in the village.**

Credit two simple statements and their elaboration. Must relate to evidence from the source.
Examples:
Better roads (1) villages less isolated (1) increased trade with Hanoi (1) brings in luxury materials (1) allows export of bamboo and/or rattan products (1)
Increased export of bamboo and rattan products / increased demand for bamboo and/or rattan (1) increased village income (1)
Higher rice yields (1) increases in income (1)
Modern buildings (1) improved quality of housing (1)
The village is more developed (1)

[4]

(c)   You are advised the government of Vietnam on whether to spend their money developing housing and services in urban areas like Hanoi or on improving conditions in rural areas.

Use the FACTFILE in the separate Resource Booklet to **complete the matrix** on page 10 to help you organise your ideas. You should divide the effects into **those that are good and those that are bad.** Some of the matrix has been completed for you.
You should spend about 15 minutes completing the matrix.

Use the information in the completed matrix on page 10 to help you **write a letter** to the Government of Vietnam. You may also use information from other parts of the paper and ideas of your own.

You should advise them to:
Either spend money on developing houses and services in urban areas like Hanoi
Or spend money on improving conditions in the countryside.

You must **explore both options** in your letter and refer to both **positive (good)** and **negative (bad)** effects.

To the government of Vietnam.

I am writing to advise you to spend money on:
* *developing houses and services in urban areas like Hanoi/*
* *improving conditions in the rural areas.* (underline your chosen option).

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. There is no elaboration of ideas beyond that provided by the sources.*
                                                        [1-4]

Level Two: *The candidate's response contains some specific detail about the area and options.*
                   There is elaboration of ideas beyond that provided by the sources.

                                                        [5-8]

Level Three: *The candidates presents <u>a letter</u> that considers the options in detail. Both positive and negative effects are considered and a clearly explained decision made.*   **[9-12]**

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 by again 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:
  - rural discussion   *with an R*
  - urban discussion   *with a U*
  - the place at which both good and bad points have been discussed   *with a B*
- When both matrix and letter has been marked apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective if whether that is in the matrix or letter. Write this as a circled level and mark on the left side of the sheet adjacent to the bracketed mark.
- Now judge the letter (or if no letter, the matrix), for quality of written communication. Write its circled level on the left of the sheet next to the circled mark geographical content. Do not award above Level 1 if the letter has not been completed.

  Level One: *The standard of written communication may fall below that required to gain credit.*

  Level Two: *Information is communicated by brief statements. There is some accuracy of spelling, punctuation and grammar.*

  Level Three: *Communication is more articulate. There is some accuracy is spelling, punctuation and grammar. Some geographical terms are used with proficiency.*

- *If there is a discrepancy between the two marks, make a one mark adjustment for each level difference. Thus, is the geographical content is at Level 1 and the quality of written communication at Level 3 increase by 2 marks. Or if the geographical content is at Level 3 but the quality of written communications at Level 2 decrease by 1 mark.*
- *Write the final mark next to the bracketed [11] on page 14 of the booklet.*
- *Remember that you should apply no ticks when marking this section. Inform your checker of this.*   **[12]**

Assessment Grid

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

Mark Scheme 1987/04
June 2007

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(Section 6a, bullet point 5, page 6)

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(Appendix 5, para 17, page 26)

Paper 4 Mark scheme 2007

Vietnam is a country in South East Asia. This paper compares Vietnam's population with other countries. It looks at the reasons for movement of people in Vietnam and the effects of such movement on the areas the migrants come from and go to. It also asks you to decide how Vietnam might plan for the future.

Marks

Part A   This part looks at world rural population distributions. It also looks at why people migrate from Vietnam's rural areas and the effects of this movement on people who stay in the rural areas.   **18**

Part B   This part looks at the pattern of the movement of people into Hanoi, the capital city of Vietnam, the effects on the people who migrate there and on the local government of Hanoi.

20

Part C   This part looks at why people migrate to Hanoi. It also looks at different ways in which Vietnam could plan for its future and asks you to decide the best way for the government of Vietnam to improve the quality of life in Hanoi.

22

Total marks
60

Part A

You should spend about 20 minutes on this part.

This part looks at world rural population distributions. It also looks at why people move from Vietnam's rural areas and the effects of this movement on people who stay in the rural areas.

(a)   Study the map on the opposite page.

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

    73% of the population of Madagascar lives in rural areas.   [1]

    One mark for correctly shading Madagascar black

(ii) Use evidence from the map to **describe** the global distribution of countries where over 60% of people live in rural areas.
Most countries having over 60% of their populations living in rural areas are found to the south of the Brandt line.[1] All are in LEDCs [1] The main exceptions to this are in South America where in most countries 20% or less live in rural areas[1] Most are in /There are a large number in Africa and Asia[1] Mainly in the Northern hemisphere

3 x 1 [3]

(b)   Study Table 1 in the separate Resource Booklet. It shows some standard of living indicators for Vietnam and the United Kingdom (UK).

Use **two indicators** to help you **compare** the standard of living in Vietnam with that of the UK.

*Look for accurate **use** of indicator+elaboration. Do not credit naming indicator, only explanation. Accept two simple statements and their elaboration. No elaboration max 2. Max 3 for one indicator.*
Examples:
 Low literacy rates means difficulty in gaining education (1) so less chance of well paid job (1)
Low GDP means country has little money (1) so poor (specific) services (1) lack of
 Investment in infrastructure (1) few jobs in services (1)
Few doctors per person means difficult to see a doctor (1) so less chance of cure (1) so greater chance of premature death (1) max 3
Access to clean water is low (1) so disease spreads (1) so death rates higher (1)
Lower life expectancy(1) because of poor health care(1)

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

(c)   Study Graph 1 in the separate Resource Booklet.

Using information from the graph, **describe the trend** in the actual and predicted percentage of people living in rural areas of Vietnam between the years 1960 and 2020.

One mark for trend, one for accurate and specific data evidence It drops (1) by 30% (1)
                                                                                                           [2]

(d)   Study Photograph 3 and its captions in the separate Resource Booklet

(i)   **Explain** why people are leaving rural areas of Vietnam.

Credit a maximum of two explanations and their elaboration specific to rural migration.
There are no marks for stating the captions.
Examples:
Poverty means: People cannot afford to feed families (1) so face starvation or migration (1)
Poor sanitation means: Sewage is not removed so disease spreads (1) people forced to leave to live longer (1) to find medical attention (1)
Under-employment so don't get enough money (1) so migrate to find enough money (1) to send money back to family (1) to raise self-esteem (1)
Weather dependent so severe storms could ruin crops (1) or drought could ruin crops(1) so not possible to grow enough food to survive so forced to migrate to city for work(1)
Landlessness: No land to farm so cannot grow food/earn money(1) so move to city to look for work(1)move to city to seek stability(1) through security of tenure(1)
                                                                  (1+1+1+1),(1+1+1) +1, 2 x (1+1) [4]

(ii) Most people who leave the rural areas are young adults.
Explain how their leaving might affect the lives of those people
who stay in the rural areas.

Credit either four simple or two elaborated statements. Allow positives and negatives
Examples:
No one remains to do the farming (1) so families remain unfed (1)
Land becomes overrun (1) so food supplies reduced (1)
Old & infirm are not fed properly (1) so open to disease (1)
Population is ageing (1) so no-one to look after the elderly (1)
Innovation/ambition of young goes(1) so community stagnates(1)
*Money sent back/remittance (1) so living conditions in village improve(1) old people
looked after(1)*

4x1 or 2(1+1) [4]

Total mark: 18

End of Part A

Part B

You should spend about 20 minutes on this part.

This part looks at the pattern of the movement of people into Hanoi, the capital city of Vietnam, the effects on the people who migrate there and on the local government of Hanoi.

(a)   Study the map below. It shows the pattern of movement of people into Hanoi.

   (i)   Complete the map using the scale to show that 20 % of the total people moving to Hanoi came from the North region. One side of the arrow has been drawn for you.

   One mark for correct width of arrow in correct district pointing the right way.   **[1]**

   (ii)   Use evidence from the map to describe the pattern of migration into Hanoi.
   1 for distance decay concept, 1 for use of named area, 1 for data.
   Three accurate statements required e.g.:
   The greatest percentage of migrants to Hanoi came from Red River Delta (1)
   60 % of the total migrants came from there (1). The greater the distance a region is from Hanoi the less the percentage of migrants. (1)
                                                                          1+1+1 = [3]

   (iii)   Suggest **reasons** for this **pattern** of movement.

   Difficulties of moving long distances in LEDCs (1) poor public transport(1)lack of personal transport/cars (1)
   lack of knowledge/information in distant rural areas (1)
   long thin shape of the country(1)means southern villagers will travel to Ho Chi Min (1)

                                                            3x1 or 3x1,1+(1+1) [3]

(b)   Study Photograph 4 in the separate Resource Booklet.

   (i)   **Suggest** how the buildings in the foreground and their location might effect the quality of life of the people living in them.

   *Maximum of three marks if no reference made to building **and** location*
   <u>*No credit for straight lift from text so please familiarise yourself.*</u>
   Allow positives and negatives.
   Building materials are poor(1) so wet during rain/draughty(1) so poor health(1)
   Home is small(1) so cramped conditions(1) so lack of privacy(1)
   Stream/river could flood(1) causing loss of belongings(1)
   Water could harbour mosquitoes(1) causing ill health(1)
   Built next to source of water(1) so no need to waste energy fetching supplies(1)
   Home built close to/within walking distance of work(1) consequent savings/convenience(1)
                                                            (1+1+1) +1, 2 x (1+1) [4]

(ii)   **Explain** how a rapid increase in slum dwellings is likely to cause difficulties for the Hanoi authorities.

Credit a maximum of two marks for simple statements. Could be one well developed sequential point for four.
Examples:
Costly to the authorities (1) because of need to provide clean water (1) and sewerage (1) to reduce risk of disease / spread of disease (1).
Increased population (1) need for more hospitals (1) to prevent mortality rates rising (1)
Schools need to be built (1) to educate the children (1).
Not enough jobs so crime rises (1) so more has to be spent on police (1)

                                                                      2x (1+1) [4]

(iii) Why might the growth of Hanoi's squatter settlements be considered unsustainable?

One mark for statement plus one for explanation. Credit sustainability in economic, social or environmental sense.
Examples:
Hanoi is growing too quickly (1) so authorities unable to house everyone properly(1)so disease spreads(1)
Too many people to provide jobs for (1) so unemployment (1) children have to work (1)so no opportunity to go to school(1)
No town planning possible(1) so people live in unhygienic/unsuitable housing(1) so death rate higher(1)unable to provide infrastructure for everyone (1)

                                                                   5x1 or 2x(1+1)+1=[5]

                                                              Total mark 20

                                          End of Part B

Part C

You should spend about 50 minutes on this part.

This part looks at why people migrate to Hanoi. It also looks at different ways in which Vietnam could plan for its future and asks you to decide the best way for the government of Vietnam to improve the quality of life in Hanoi.

(a) Study Photograph 3 in the separate Resource Booklet.
Explain *how the housing in the photograph might encourage more people to migrate to Hanoi.*
One mark for each valid explanation that shows an understanding of the improvements made to the housing and the benefits therein. No credit for feature
e.g. rainproof shelter will make life more comfortable (1)
> *underground sewage system will stop disease(1)etc*
> *improves image of Hanoi (1) so more people think they will be better off if they come(1)*
> *perception of better housing (1)*

<div align="right">1+1 [2]</div>

(b) Study Table 2 in the separate Resource Booklet.
Ngoc Dong village is a small settlement in a rural area of Vietnam which people who now live in Hanoi have moved from .

    (i) **Describe** the main changes in **types** of employment in Ngoc Dong village between 1993 and 2003.
    Credit each valid generalisation, no credit for specific. Must be types, not examples.
    e.g. number in agriculture gone down (1)
        number in manufacturing gone up(1)
        greater skilled employment (1)
        less primary (1) more secondary (1) more tertiary(1)

<div align="right">1+1 [2]</div>

    (ii) **Explain** why some of these changes might encourage some people to stay in the village.
    Watch for lifts from the text, but use them to justify elaboration marks.
    Don't credit unspecified theory i.e. fewer push factors.
    Greater chance to earn more money (1) so better able to feed themselves and therefore stay(1) able to buy their own house (1)able to access medical care(1)
    Opportunity for a career (1)
    Work is not so tiring/back-breaking (1) so young people will be more willing to stay(1)
    Work/money less dependent on the weather (1) so greater chance of success (1)
<div align="right">x(1+1) [4]</div>

(c) You are to advise the Vietnam government on whether to spend money on developing housing and services in Hanoi **or** improving conditions in the rural areas.

Use the FACTFILE, other information from the resource booklet and ideas of your own 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 20 minutes completing the matrix.

Use the information on the completed matrix on page 10 to help you write a report for the government of Vietnam. You may also use information from other parts of the paper, from your studies and ideas of your own.

You should advise them to
> **either** spend money on developing housing and services in Hanoi
> **or** spend money on improving conditions in the rural areas.

You must **explore both options** in your report and refer to both **positive** and **negative** effects of each scheme on **urbanisation** and the **sustainability** of Hanoi and its rural communities.

To the government of Vietnam

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 is beyond what it is possible to demonstrate within the confines of the matrix it can only be given scores within level two.

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 cleared 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 Vietnam and some reference to either advantages or disadvantages of the development choices. ***[1-4]***

Level Two:
The candidate presents a report where the evidence used is pertinent to Vietnam. A choice of development is made with some explanation and <u>an element </u>of comparison is present. The needs of Vietnam and its population are considered with brief reference to both sustainability and urbanisation. Justification of their choice is presented.

[5-8]

Level Three:
The chosen focus for development is clearly explained and comparison is evident. The needs of Vietnam and its population are considered with reference to both sustainability and urbanisation. . Communication will be in the form of elaborated prose, with appropriate use of geographical terms.

[9-11]

Level Four:
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 urbanisation. The issues will be at a range of scales and address both sustainability and the problems of urbanisation. An overall view of the situation is discussed, which includes a detailed comparison of the options, leading to a clear justification of their choice. Reasoning is sophisticated..

[12-14]

Marking Procedures

- *Look at the matrix first and apply a levels mark (LI-, L1, L1+, L2-, L2, 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 I or 2.*

<u>Candidates are unable to exceed level 2 in the matrix alone.</u>

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

As you are marking the letter, indicate:
- *the point at which each scheme is discussed by circling*
- *points made about urbanisation with U*
- *points made about sustainability with S*

- *When both matrix and letter has been marked, apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective of whether that is in the matrix or letter. Write this as a circled level and mark on the right-hand side of the line adjacent to the bracketed mark. E.g. L3=14*

- ***Quality of written communication***
.
  Level One: Information is communicated through brief statements. There is some accuracy of spelling, punctuation and grammar.
  Level Two: Communication may be verbose or illogical. A limited number of specialist terms are used. There is some accuracy of spelling, punctuation and grammar.
  Level Three and Four: The written style contains a suitable structure. There is a range of specialist terms and spelling, punctuation and grammar show a high level of accuracy.

- ***ANYONE WITH L3 QWC WILL NOT HAVE A REDUCTION IN MARKS.***

- *If there is a discrepancy between the two marks, make a one mark adjustment for each level difference. Thus, if the Geographical content is at level 1 and the QWC at level 3 increase by 2 marks. Or if the Geographical content is at level 3 but the quality of written communication is at level 2 decrease by 1 mark.*

- *Put the QWC level on the left-hand side of the line adjacent to the bracketed mark*

- *Write the final mark next to the bracketed [14] on page 14 of the booklet.*

(QWC)	(Geography)
L3	L3
	10
	(18)

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

[14]

Part C Total: [22]

General Certificate of Secondary Education

Geography B (1987)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	90	N/A	N/A	56	47	39	31	23
2	90	58	48	41	28	N/A	N/A	N/A
3	60	N/A	N/A	39	33	28	23	18
4	60	36	31	26	16	N/A	N/A	N/A
5	50	39	32	25	20	15	10	5

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	N/A	N/A	N/A	119	100	82	62	46
Percentage in Grade	200	N/A	N/A	N/A	33.3	30.3	19.7	10.5	4.4
Cumulative Percentage in Grade	200	N/A	N/A	N/A	33.3	63.6	83.3	93.8	98.2

The total entry for the examination was 18,117

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	149	130	111	92	64	50	N/A	N/A
Percentage in Grade	200	10.5	23.6	32.3	23.9	9.1	0.5	N/A	N/A
Cumulative Percentage in Grade	200	10.5	34.1	66.4	90.3	99.4	99.9	N/A	N/A

The total entry for the examination was 20,630

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	5.7	12.8	17.5	28.2	18.8	9.3	4.8	2.0
Cumulative Percentage in Grade	5.7	18.5	36.0	64.2	83.0	92.3	97.1	99.1

The total entry for the examination was 38,841

Statistics are correct at the time of publication.

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