

Geography C (Bristol Project)

General Certificate of Secondary Education **GCSE 1988**

Entry Level Certificate **ELC 3988**

Mark Schemes for the Units

June 2006

1988/3988/MS/R/06

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Mark Scheme 2401/01
June 2006

SECTION 1: THE BACKGROUND

1 Use resources 1 and 2

(a) Describe the change in population shown in Fig.1 [2]

Basic statement Increase/upwards (1)

Additional qualification figures/steady increase (1)

(b) State two reasons why Britain will need more new houses in the next 20 years.

[2]

Increased population

Decrease in mean household size

More one person hhs / possibly falling death rate

More lone parents with dependant children hh

Need for affordable housing

Sale of over 1 million council homes

Increased % of hh in temporary accommodation

Migration – from N to S in England – houses needed in S.

Any valid point 1 mark max

(c) Which region has plans for most new houses? [1]

South East

(d) How many new houses are planned in this region? [1]

855,000

Total: [6]

2 Use resources 3 and 4

Houses built on floodplains may flood.

Level 1

1 basic problem (2)

Level 2

2 basic problems or 1 developed problem (3)

2 basic problems with development of 1 (4)

(a) Describe two problems this causes for people who live there. [4]

Selby -- 100 new homes flooded

Uckfield- 20 men women children trapped in a supermarket

Town centre flooded

Traders mopping up

Shopkeeper swept away

Homes and businesses flooded

Disruption to power supplies

Disruption to transport

Loss of businesses/livelihood

People endangered

Allow any other relevant problems of floods ***not in the resources*** (eg financial Implications)

Do not accept just “flooding” or “houses flooded” as problems

(b) Using evidence from the resources, name two places where these problems have occurred. [2]

East/West Sussex/Kent/ Yorkshire

Barlby /Selby/Uckfield/Bevendon/Haywards Heath/East Preston

Wainhomes/ Haslam estates

1 mark per relevant place.

Total: [6]

3 Use Resource 5

State one advantage and one disadvantage of the Thames Gateway as a possible answer to the housing shortage in South East England. Give reasons.

[8]

Level 1

- 1 basic advantage/disadvantage (2)
- 1 basic advantage and disadvantage (4)
- or 1 developed advantage or disadvantage (4)

Level 2

- 1 basic advantage AND disadvantage/1 developed (6)
- 1 basic advantage AND disadvantage/ with 2 developments in either (8)

Indicative Content:

Advantages

- Provide 110,000 new homes
- In South East where most needed
- Ecological flood defence Green grid
- Some flood defences in place
- Tiered flood defences
- Using brownfield sites
- Boost to local economy
- Close to Central London.

Disadvantages

- Increased cost of flood damage
- Difficult to insure
- Increased number of homes at risk
- Area already overcrowded
- Rising flood prevention & clean up costs
- Insufficient defences in place
- Cost of clearing up some brownfield sites

**Total [8]
Section 1: Total [20]**

SECTION 2 : THE OPTIONS

4 Use Resources 5 and 6

5

Choose two methods of flood prevention from these resources
Give one advantage and one disadvantage of each

[8]

4:4 split

Level 1

Method id and basic advantage / disadvantage (2)

Level 2

Advantage /disadvantage developed or 1 basic A and D (3)

Advantage and disadvantage some development of at least one (4)

Indicative Content

| Method | Advantages | Disadvantages |
|----------------------|--|--|
| Flood Barrier | Effective for most floods Durable | High costs Aesthetic problems Knock-on effects elsewhere |
| Levee | Environmentally friendly Lower cost | More easily breached |
| Green Grid | Sustainable/ more natural Preserves habitats | Less land for building |
| WIPP | Low cost Light weight Easier to transport Uses flood water to inflate Env. Friendly/ re-useable | Lower height Less effective than some Possible leakage Time to fill up |
| Sandbags | Relatively cheap Widely available Flexible | Costlier & heavier than WIPP Limited effectiveness/ height Short term solution |

Total [8]

5 Use Resource 7

Describe and explain two financial problems affecting people who live close to rivers. [6]

Level 1

One simple problem (3)

2 simple problems/development of one (4)

Level 2

2 simple problems and 1 development (5)

2 problems both developed (6)

Indicative content:

Floods costly

Devalue homes

Difficult to get mortgages

Difficult to sell

Unable to get insurance

Costly insurance

Cost of repairs

Total [6]

6 Use Resource 8

Describe two advantages of Holland's new 'floating houses'.

[6]

Level 1

1 advantage (3)

2 advantages/1 advantage developed (4)

Level 2

2 advantages plus 1 development (5)

2 advantages plus 2 developments (6)

Indicative Content:

Make up for land shortage (40%)

Modern design etc

Popular with residents

Can moor boats alongside

Good views across river

Cheaper costs for bases

Will combat climate change/ rising sea levels

Foundations can rise up a storey

Total [6]

Section 2 Total [20]

SECTION 3: THE DECISION

- 7 Use Resources 9 and 10 and the OS map extract. Other resources and your own knowledge may also help.

The City of York has suffered badly from floods for many years. Since the floods of 2000 many flood control methods have been introduced to reduce property damage.

However under government plans York needs to build many new houses.

The following sites have been considered for large scale housing development:

Site 1

The natural floodplain area of Clifton Ings (Grid Reference 5853) from the city to the Ring Road.

Site 2

An extension to the expanded village of Bishopthorpe (Grid Reference 5946) as far south as Acaster Malbis.

Site 3

The area from Overton Woods (Grid Reference 5457) as far south as Nether Poppleton.

Choose the site you think will be best for people and the environment. (Think about flooding, accessibility and sustainability)

CIRCLE YOUR CHOSEN SITE 1 2 3

Indicative content

| Site | Advantages | Disadvantages |
|------|---|--|
| 1 | Within ring road/ city limits Main road nearby/ park & ride/ cycleway Closer to city centre Flood protection in place Contour - some higher land | Natural floodplain – greater risk Flood water storage area Loss of open space amenity |
| 2 | W part is higher Pleasant surroundings / water activities Cycleway Close to suburbanised village Ring road nearby | Greenfield site / probably green belt Building could increase flood risk Sewage works nearby Flood risk to east |
| 3 | Close to main road Large space Cycleway 10 metres above flood plain Flat, terrace site Rural views / woodland | Loss of countryside / local opposition Greenfield / green belt site Would need improved road infrastructure |

(a) Explain your reasons for choosing this site.

[8]

Level 1 (4)

Chooses a site and gives suitable reason

Level 2 (5-7)

Identifies second reason (5)

Develops justification of original reason (5)

Two reasons 1 developed (6)

or third reason (6)

or 1 reason and 2 developments(6)

Some justification for 2 reasons (7)

Level 3 (8)

As Level 2 plus specific link to resources or other place detail (8)

(b) Explain why you did not choose the other TWO sites.

(i) Reasons for not choosing Site

(ii) Reasons for not choosing Site

Level 1

Simple reason (3)

Level 2

Identifies more than one reason or adds justification (4) 4 + 4

(c) (i) Identify one disadvantage of the site you have chosen

Basic disadvantage (2)

(ii) Identify one advantage for a site you have rejected

Basic advantage (2)

**Section 2 Total [20]
Total marks for paper [60]**

ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES:

Assessment Objective One (AO1) Show knowledge of places, environments and themes at a range of scales from local to global.

Assessment Objective Two (AO2) Show understanding of the specified content.

Assessment Objective Three (AO3) Apply knowledge and understanding in a variety of physical and human contexts.

Assessment Objective Four (AO4) Select and use a variety of skills and techniques appropriate to geographical studies and enquiry

| Question | AO1(10) | AO2(10) | AO3(20) | AO4(20) | TOTAL(60) |
|-----------------|----------------|----------------|----------------|----------------|------------------|
| Q1 | 0 | 1 | 2 | 3 | 6 |
| Q2 | 2 | 1 | 1 | 2 | 6 |
| Q3 | 2 | 2 | 2 | 2 | 8 |
| Q4 | 2 | 2 | 3 | 1 | 8 |
| Q5 | 2 | 1 | 2 | 1 | 6 |
| Q6 | 1 | 1 | 2 | 2 | 6 |
| Q7 | 1 | 2 | 8 | 9 | 20 |
| Total | 10 | 10 | 20 | 20 | 60 |

Mark Scheme 2401/02
June 2006

Section 1: The Background**1 Use Resources 1 and 2.**

Give two reasons to explain why Britain will need a lot more houses in the next 20 years. [6]

Level 1 (3 marks)

One simple reason.

Level 2 (4-5 marks)

Two simple reasons (4), One reason developed (4),
Two reasons with one developed (5).

Level 3 (6 marks)

Two reasons fully developed.

Indicative Content:

Increasing population estimates

Longer life expectancy

Decline in mean household size

More one person households

More lone parent with dependent children households

increasing numbers in temporary accommodation

The need for a variety of affordable homes

The sale of over one million council homes

2 Use Resources 3 and 4.

Suggest two reasons to explain why there are problems with the building of new houses on flood plains. [6]

Level 1 (3 marks)

One simple reason.

Level 2 (4-5 marks)

Two simple reasons (4), One reason developed (4),
Two reasons with one developed (5).

Level 3 (6 marks)

Two reasons developed.

Indicative Content:

The risk of flooding from river and sea
High cost of flood protection pushes up prices
Damage to homes and property
Higher insurance premiums
People put in danger
Threat of increased rainfall in the future

3 Use Resource 5.

There is a housing shortage in South-East England. The Thames Gateway is one possible answer to this problem.

(i) Explain two advantages of the Thames Gateway.

(ii) Explain two disadvantages of the Thames Gateway.

[8]

Level 1 (1-4 marks)

One simple advantage and one simple disadvantage given. (4) If only one advantage or disadvantage given, L1- (2). If 2 advantages only or 2 disadvantages only (3).

Level 2 (5-7 marks)

Two advantages and one disadvantage developed or vice versa. (7) If only one developed, then L2- (5) if two developed, then L2- (6).

Level 3 (8 marks)

Two advantages and two disadvantages developed.

Indicative Content:

Advantages:

- Might provide 110 000 new houses
- Significant proportion in areas most needed, e.g. London
- Green grid with open spaces that can be flooded
- Some flood defences already in existence
- Tiered flood defences that allow river to rise in steps.
- Use of brownfield sites.
- Thames Gateway is near jobs.

Disadvantages:

- Increasing cost of flood damage and clean-ups
- Difficult to get insurance
- Higher cost of insurance
- New homes at risk from flooding
- Area already overcrowded
- Uses up valuable open space

Section 1 Total [20]

4 Use Resource 6.

Choose two flood control methods featured in the resource. Identify and explain two advantages of each method. [6]

Level 1 (2 marks)

One advantage for either method.

Level 2 (3-5 marks)

Two advantages for one scheme (3), one advantage for each scheme (4), two advantages for one scheme and one for the other scheme (5).

Level 3 (6 marks)

Two advantages for each scheme.

Indicative Content:

Flood walls strong and can be heightened
Flood walls the most effective method
Levees blend in well with the environment
Levees cheaper than flood walls
WIPP reusable, safe and affordable
WIPP uses floodwater to inflate
WIPP easily transported
WIPP lighter and cheaper than sandbags

5 Use Resource 7.

Explain two financial difficulties which may affect people who live in riverside locations. [6]

Level 1 (3 marks)

One simple difficulty

Level 2 (4-5 marks)

Two simple difficulties (4), one difficulty developed (4)

Two difficulties with one developed (5)

Level 3 (6 marks)

Two difficulties developed.

Indicative Content:

Floods are becoming more costly - a typical claim is £15 000 - £30 000

Thousands of pounds knocked off the value of riverside homes

Soaring insurance premiums

Difficulties in getting a mortgage

Unable to sell property

ABI not able to guarantee cover for all properties unless flood prevention measures are in place.

Flood control methods are expensive.

6 Use Resource 8.

The Dutch have some good ideas regarding flood control and avoiding property damage.

- (i) Describe two advantages of the scheme suggested in the resource
- (ii) Explain one reason why this idea is unlikely to be used on flood plains in the UK. [8]

Level 1 (1-4 marks)

One simple advantage **or** one simple reason for non-use in the UK (2), two simple advantages (3) and one advantage and one reason for non-use in the UK (4)

Level 2 (5-7 marks)

One advantage developed **or** one reason for non-use in the UK developed (5), two advantages developed (6), one advantage developed **and** one reason for non-use in the UK developed (7).

Level 3 (8 marks)

Two advantages and one reason for non-use in the UK developed.

Indicative Content:**Advantages:**

- Floating houses could make up 40% of the shortfall in land suitable for development
- Houses are modern and popular with residents
- Boats can be moored along side
- Delightful views across the river
- Cost is cheaper than building foundations on dry land
- Enables building on flood plains

Reasons for non-use in the UK:

- UK suspicious of floating homes
- UK residents prefer methods such as sandbags
- Britain likes cheap, bland developers' housing
- UK suffers less floods

- 7 Use Resources 9 and 10 and the Ordnance Survey map extract. Ideas from the other resources and/or your own knowledge may also help you.**

The city of York has suffered badly from floods for many years, for example in 2000. Since then, extensive flood control methods have been introduced to prevent further property damage. Under the Government's plans for new housing, York needs to expand in order to help reach the housing targets.

Four possible sites have been put forward for large scale housing developments;

Site 1

The natural flood plain area of Clifton Ings (map reference 5853) from the City up to the ring road.

Site 2

An extension to the expanded village of Bishopthorpe (map reference 5946) as far south as Acaster Malbis.

Site 3

The area around Naburn Lodge (map reference 6046) as far south as the village of Naburn.

Site 4

The area from Overton Woods (map reference 5457) as far south as the village of Nether Poppleton.

Task

- Choose one of these sites for the new development, giving your reasons for your choice, taking into account the flood risk, accessibility and the sustainability of the site.**
- State why you rejected each of the other three sites.**
- Explain why your choice may not be ideal in all aspects.
Explain how the rejected sites may have some advantages.**

[20]

Level 1 (3 marks)

Chooses an option and gives one suitable reason for choice.

Level 2 (6 marks)

Adds a second suitable reason for choice.

Level 3 (7-12 marks)

Rejects the other three options.

Level 4 (13-14 marks)

Gives a disadvantage of chosen option.

Level 5 (15-20 marks)

Gives the advantages of all three rejected options.

Indicative Content:**Model Answer:**

Candidate chooses Site 2 because it is slightly higher ground so less chance of flooding by the River Ouse and is a greenfield site near to York. (Level 1)

Site is close to A64 road for easy commuting and will not cost much to clear. The Fosse Barrier will help protect the site from flooding. (Level 2)

Reject Site 1 because it is a vital part of the city's flood defences which can store surplus water and has flooded frequently in the past. Reject Site 3 because is a complete greenfield site very close to the River Ouse which contains a shopping centre which might flood following the new building. Area too close to riverside sewage works. Rejects Site 4 because it is on the flood plain of the River Ouse with very little flood protection. Water from this site would increase river levels in the city. (Level 3)

Site 2 has a disadvantage in that it encourages urban sprawl, is a greenfield site and would more than double the size of Bishopthorpe. The area closest to the river might still flood and the cost of running the pumps at the Fosse Barrier would be very expensive. (Level 4)

Site 3 does have a little higher ground and amenities such as shops are already there. The site has good road connections and is quite close to the city for commuting. Site 4 has roads and railways nearby, the river is smaller at this point and new housing would add on to existing settlements. Site 1 is flat and relatively close to the city centre. (Level 5)

ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES:

| | |
|---|---|
| Assessment Objective One (AO1) | Show knowledge of places, environments and themes at a range of scales from local to global. |
| Assessment Objective Two (AO2) | Show understanding of the specified content. |
| Assessment Objective Three (AO3) | Apply knowledge and understanding in a variety of physical and human contexts. |
| Assessment Objective Four (AO4) | Select and use a variety of skills and techniques appropriate to geographical studies and enquiry |

| Question | AO1(10) | AO2(10) | AO3(20) | AO4(20) | TOTAL(60) |
|-----------------|----------------|----------------|----------------|----------------|------------------|
| Q1 | 1 | 1 | 3 | 1 | 6 |
| Q2 | 1 | 1 | 3 | 1 | 6 |
| Q3 | 2 | 2 | 2 | 2 | 8 |
| Q4 | 1 | 1 | 3 | 1 | 6 |
| Q5 | 1 | 1 | 3 | 1 | 6 |
| Q6 | 2 | 2 | 2 | 2 | 8 |
| Q7 | 2 | 2 | 4 | 12 | 20 |
| Total | 10 | 10 | 20 | 20 | 60 |

Mark Scheme 2402
June 2006

Question A1

This question is about places in the European Union (EU)

- (a) Name two EU countries where olive farming takes place. [2]

1 mark per correct country (Greece, France, Italy, Portugal, Spain, Malta)

- (b) (i) Which month had the highest temperature?

1 mark for June

- (ii) Which month had the lowest rainfall? [2]

1 mark for July

- (c) Explain two features of the olive tree which help it to grow well in the Mediterranean climate.

L1: Gives one valid feature (1-3)

L2: Gives a second feature and explains one with detail (4-5)

L3: Gives two developed explanations (6)

Indicative Content:

Long tap root/well developed roots to seek out soil moisture

Canopy shades soil to reduce evaporation of soil moisture

Dead leaves decompose - supply nutrients

Green leaves allow continuous growth

Small, leathery leaves to reduce transpiration

For L2/3 must explain how adaptation helps plant to cope with heat, lack of rainfall, poor soils.

- (d) Explain two pull factors which attract people to buy a holiday home in France. [6]

L1: Gives one valid pull factor (1-3)

L2: Gives second pull factor and explains one with detail (4-5)

L3: Explains two pull factors (6)

Indicative Content:

Easy access, overland from mainland Europe, by aeroplane from UK

Cheaper property/construction costs

Increased publicity

Attractive landscapes

Quiet, peaceful way of life/traditional way of life

Pursue leisure interests

Food and drink

Credit references to places in France eg. Paris, The Alps, Cote d'Azur

Credit use of own knowledge for valid ideas not shown in Fig 4

(e) **CASE STUDY: Choose an EU settlement where there has been recent growth or decline.**

- (i) Give the name and location of your chosen EU settlement
(a village or a town or a city)
- (ii) Describe the evidence of recent growth or decline.
Give place detail in your answer.
- (iii) Explain how the recent growth or decline has affected the local people's quality of life.
Give place detail in your answer [9]

L1: Gives name and location of valid EU settlement and describes one piece of evidence of recent growth or decline **(1-4)**

L2: Gives name and location of valid EU settlement and describes one piece of evidence of recent growth or decline and explains one way in which growth/decline has affected local people's quality of life with some place detail or development in (ii) or (iii) **(5-7)**

L3: Gives name and location of valid EU settlement and describes one piece of evidence of recent growth or decline and explains one way in which growth/decline has affected local people's quality of life with some place detail or development in (ii) and (iii) **(8-9)**

Indicative Content:

Can be rural settlement, hamlet or village; or urban settlement, town, city or conurbation. Full marks available if describes/explains growth/decline in part of a larger settlement e.g. city suburb

References to evidence of settlement growth or decline could include:

- Population change
- New building/demolition of residential areas
- Opening/closure/relocation of industries, shops and services
- Development of transport networks
- Planned redevelopment/regeneration schemes

References to quality of life could include positive effects of growth or decline could include:

- Better housing/living conditions
- Improved shops and services
- Increased job opportunities
- Less traffic congestion/pollution
- Healthier environment/less stressful

Or reverse of above for negative effects of growth or decline

Maximum Level 1 marks if:

Non EU settlement or no identifiable settlement if valid ideas in (ii) and (iii) or detail in either.

No clear reference to growth or decline

Maximum Level 2 if settlement growth or decline not recent (before 1980)

Maximum 8 marks if name or location not given or incorrect

If only names valid EU settlement and correct location = 1-2 marks

A1 Total: [25]

END OF QUESTION A1

Question A2

This question is about Less Economically Developed Countries (LEDs).

- (a) (i) What is the crop grown on this farm?

1 mark for flowers/roses

- (ii) What job are the workers doing? [2]

1 mark for cutting/packing/bunching/defoliating/preparing flowers or similar.

- (b) Name two products exported from Ghana [2]

1 mark per product shown in Fig 6

Baskets, Kofi (Coffee), Copra, Cashew, mushrooms, pineapples

Credit other relevant exports not shown in Fig 6.

- (c) Many LEDs depend on the export of crops for their economic development. Explain one good point and one bad point for LEDs that export crops. [6]

L1: Gives a valid good point or bad point (1-3)

L2: Gives a valid good point and bad point and explains one with detail (4-5)

L3: Explains good point and bad point with detail (6)

Indicative Content:

Good Points could include:

- Creates jobs
- Earns money/foreign exchange
- Government can tax profits for revenue
- Possible multiplier effect - workers spending wages

Bad points could include

- Poor wages/working conditions
- Farms owned by MNC/TNCs - profits leave LEDC
- Cash crop prices low/unreliable on world market
- Cash crops take up fertile land - could be used for food crops

- (d) What does the cartoon show about aid and trade in LEDs? Comment on two important features of the cartoon. [6]

L1: Gives a simple comment on one feature of the cartoon (1-3)

L2: Gives a second comment and develops one with detail (4-5)

L3: Gives two developed comments (6)

Indicative Content:

Exports leaving by lorry – source of income

Food aid needed could indicate hunger, famine

Difference in volume - exports leaving greater than food aid coming in

Difference in transport technology - exports will leave quicker

Food aid could be slow to reach where needed

Arable farm land for producing cash crops for export

Food aid needed because land used to grow cash crops for export

(e) CASE STUDY: Choose an aid or investment programme in an LEDC.

- (i) Name the LEDC
- (ii) Describe how the aid or investment money was spent in the LEDC.
Give place detail in your answer.
- (iii) Comment on how sustainable the programme is.
Give place detail in your answer. [9]

L1: Names a valid LEDC and describes one feature of a valid aid/investment programme or makes one comment about sustainability **(1-4)**

L2: Names a valid LEDC and describes one feature of a valid aid/investment programme and comments on sustainability with some place detail or development in (ii) or (iii) **(5-7)**

L3: Names a valid LEDC and describes one feature of a valid aid/investment programme and comments on sustainability with some place detail or development in (ii) and (iii) **(8-9)**

Indicative Content:

Aid/investment programme could include reference to:

- Farming/food production
- Industry/job creation
- Improved health care/education/other services

Comments on sustainability should consider the future of the programme and may refer to resource management, environmental impact, involvement of local people, appropriate technologies, resource conservation, passing on skills and ideas

Credit references to the unsustainability of the programme
Maximum Level 1 if no named LEDC or MEDC/EU country if
valid ideas in (ii) and (iii) or detail in either.

Accept Eastern Europe/former USSR countries as LEDCs up to maximum Level 2.

If no clear aid/investment programme - maximum Level 2 minus 6 marks for valid ideas about aid/investment in general terms.

If only mentions an aid organisation and its charity/fundraising - maximum Level 1.

If only names a valid LEDC = 1 mark

A2 Total: [25]

END OF QUESTION A2

Question A3

This question is about More Economically Developed Countries (MEDCs)

- (a) State two facts about the location of Toyokoro. [2]

1 mark per valid feature

E.g. in Japan, north Japan, Hokkaido island, north of Tokyo, credit use of scale

- (b) (i) What was the Richter Scale of the earthquake? [2]

1 mark for 8, accept 7.8

- (ii) What effect of the earthquake does the photograph show?

1 mark for large crack in ground or similar

- (c) Describe, with detail, two ways in which the earthquake affected the people of Toyokoro. [6]

L1: Gives one valid way (1-3)

L2: Gives a second way and describes one with detail (4-5)

L3: Gives two developed descriptions (6)

Indicative Content:

- 230/236 injured by glass from windows + falling objects in homes
- 2 serious injuries reported
- 16 000 homes blacked out – electricity supplies disrupted
- 40 000 people fled homes – not safe to live in
- fishing boats capsized – tidal wave/tsunamis
- disruption to travel – airport roof collapsed, cracks in roads

Credit use of data or explanation as detail

- (d) Toyokoro had the world's strongest earthquake in 2003, yet no one was killed. Suggest two possible reasons to explain why no one was killed by this earthquake. [6]

L1: Gives one valid reason (1-3)

L2: Gives second valid reason and explains one with detail (4-5)

L3: Gives two detailed explanations (6)

Indicative Content:

- Japan has earthquake proof buildings which did not collapse
- People know how to make their homes safer eg. fasten heavy objects to walls
- People know what to do eg. earthquake drill
- Low population density in Hokkaido
- Earthquake happened at 4:50 am – fewer people about
- Epicentre 60 miles offshore – reduced impact on land

Credit general MEDC ideas, Japan context or use of Fig 9

(e) CASE STUDY: Choose a natural hazard in an MEDC (not the European Union)

- (i) Name the MEDC place and the type of natural hazard
- (ii) Describe how the natural hazard affected people and property.
Give place detail in your answer.
- (iii) Explain the physical processes which caused the natural hazard.
Give place detail in your answer. [9]

L1: Names valid MEDC place and a type of natural hazard and describes one effect of the hazard on people and property or a physical process which caused the hazard **(1-4)**

L2: Names valid MEDC place and a type of natural hazard and describes one effect of the hazard on people and property and a physical process which caused the hazard with some place detail or development in (ii) or (iii) **(5-7)**

L3: Names valid MEDC place and a type of natural hazard and describes one effect of the hazard on people and property and a physical process which caused the hazard with some place detail or development in (ii) and (iii) **(8-9)**

Indicative Content:

Impact on people and property could include:

- Casualties, people killed/injured
- Destruction of property, costs of damage
- Disruption of daily life/economic activities

Credit physical processes only, must relate to chosen hazard, could include:

- Plate tectonics for earthquakes/volcanoes
- Weather conditions/climate factors for flooding/storms/fires/avalanches

Development/place detail could include

- Credible data for impact e.g. number of people killed/injured
- Place characteristics relevant to hazard impact or causes
- Place names/locations for impact
- Place names/locations for causes e.g. named tectonic plates, rivers

Candidates may use same case study as for QB5e), the content must fit the above criteria

Maximum Level 1 marks if:

LEDC/EU place or no identifiable place given if valid ideas made in (ii) and (iii) or detail in either.

No type of natural hazard specified but valid points made in (ii) and (iii) or detail in either

Accept Asian NICs as MEDCs up to maximum Level 2

If only mentions valid natural hazard/MEDC place = 1/2 marks

A3 Total: [25]

END OF QUESTION A3

Question B4

This question is about Physical Systems and Environments.

- (a) (i) At which hour did peak rainfall occur?**

1 mark for 3 hours

- (ii) At which hour did peak discharge occur? [2]**

1 mark for 7 hours

- (b) (i) State the input of water into the river drainage basin.**

1 mark for precipitation/rainfall

- (ii) State one output of water from the river drainage basin. [2]**

1 mark for evaporation or transpiration or streamflow

- (c) The river's peak discharge, shown in Fig 10, happened after the peak rainfall. Give two reasons to explain why. (Use Fig 11 for ideas.)**

L1: Gives one valid reason (1-3)

L2: Gives second valid reason and explains one with detail (4-5)

L3: Gives two detailed explanations (6)

Indicative Content:

- Basic idea – water takes time to reach the river
- Water may be stored which slows the movement
- Water may flow through soil or rock - very slow process

For L2/3 will refer to specific stores and/or flows and how they affect transfer of water

- (d) If people chopped down the forest shown in Fig 11, the streamflow would increase.**

Give two reasons to explain why the streamflow would increase [6]

L1: Gives one valid reason (1-3)

L2: Gives a second reason and explains one with detail (4-5)

L3: Gives two developed explanations (6)

Indicative Content:

Will explain how streamflow will increase/have shorter time lag after rain:

- Less interception
- Faster surface flow
- Increased soil erosion could reduce channel size leading to flooding
- Less storage of water in trees

(e) **CASE STUDY: Choose an example of climate change at any scale.**

(i) State one type of climate change.

(ii) Describe, with detail, evidence of the climate change.

(iii) Explain, with detail, the causes of the climate change. [9]

L1: States a valid type of climate change and describes one piece of evidence of climate change or gives a possible cause of climate change **(1-4)**

L2: States a valid type of climate change and describes one piece of evidence of climate change and gives a possible cause of climate change with some detail or development in (ii) or (iii) **(5-7)**

L3: States a valid type of climate change and describes one piece of evidence of climate change and gives a possible cause of climate change with some detail or development in (ii) and (iii) **(8-9)**

Indicative Content:

(Example could be at local, regional or global scale)

- Acid rain
- Change to PH value of rainfall caused by pollutants in atmosphere
- Will give detail about carbon/nitrogen/sulphur gas compounds or sources of pollution for L2/3

Drought

- Reduced/less predictable precipitation
- Could be given as a consequence of global warming or deforestation which reduces interception and transpiration for water recycling leading to reduced precipitation
- Will give detail about water balance or causes of deforestation for L2/3

Global warming/greenhouse effect

- Increased temperatures and frequency of storm events due to build up of greenhouse gases will explain greenhouse effect or give detail about sources of greenhouse gases for L2/3

Credit other examples e.g. smog, El Nino/La Nina, ozone depletion

Credit changes in micro-climate e.g. Rainforest destruction

No credit for human consequences of climate change e.g. effects on food supply

Max Level 1 if describes changes in weather conditions not related to climate change

If only states a valid type of climate change = 1 mark

B4 Total: [25]

END OF QUESTION B4

Question B5

This question is about Natural Hazards and People.

- (a) State two problems caused by flooding shown in the photograph. [2]

1 mark for each idea or one idea with detail

houses flooded, damage, roads flooded, people cut off, health risk, livestock stranded

- (b) (i) Which named flood-risk place is furthest North?

1 mark for York accept Hull or Doncaster

- (ii) Which named flood-risk place is furthest East? [2]

1 mark for Canterbury accept Peterborough

- (c) Give two reasons to explain why some places have a higher flood-risk than others.

L1: Gives a valid reason (1-3)

L2: Gives a second reason and explains one with detail (4-5)

L3: Explains both reasons with detail (6)

Indicative Content:

(Reasons may refer to physical and human factors)

- Area of floodplain
- Relief of floodplain and catchment area
- Rainfall levels
- Size and shape of river network
- Population density of floodplain
- Extent and type of floodplain development
- Extent and type of floodplain protection
- Coastal flooding

- (d) Suggest how two of the methods shown in Fig. 14 will protect property from flooding. [6]

L1: Gives a valid idea about one method (1-3)

L2: Gives valid idea about a second method and explains one with detail (4-5)

L3: Explains two methods with detail (6)

Indicative Content:

- A = giant water filled boom - will divert flood water – increase channel capacity of river
- B = plastic skirt – increase channel capacity – stop water reaching property
- C = shutter system – stop water entering property via doors and windows

Level 1 max if explains all methods in general terms

No credit for only copying Fig.14 text

(e) CASE STUDY: Choose an example of natural hazard prediction.

- (i) State the type of natural hazard.**
- (ii) Describe, with detail, how people try to predict the natural hazard.**
- (iii) Explain, with detail, how successful these prediction methods are. [9]**

L1: States a valid type of natural hazard **and** gives one way in which the hazard can be predicted **or** comments on how successful the prediction method is **(1-4)**

L2: States a valid type of natural hazard **and** gives one way in which the hazard can be predicted **and** comments on how successful the prediction method is **with** some detail or development in (ii) **or** (iii) **(5-7)**

L3: States a valid type of natural hazard **and** gives one way in which the hazard can be predicted **and** comments on how successful the prediction method is **with** some detail or development in (ii) **and** (iii) **(8-9)**

Indicative Content:

Ideas should refer to measuring/monitoring of causes or relevant conditions e.g.

- plate movement/seismic activity for earthquakes
- tiltmeter to measure ground movements for volcanoes
- observation of animal behaviour for earthquakes
- weather conditions/systems for tropical storms, flooding, drought, avalanches, fires
- drainage basin stores and transfers for flooding

and collation/use of data to predict when and where hazard will occur so that people can be warned/prepare/be evacuated and property be protected

success of methods depends on accuracy/reliability of predictions and action taken

eg scientists cannot predict when earthquakes will occur but can predict where

speculation re: success of methods valid, named hazard events not required for full marks

No credit for protection ideas

Candidates may use same case study as for question A3e) the content must fit the above criteria

If type of natural hazard not specified maximum Level 1 if valid ideas in (ii) **and** (iii) **or** detail in either

If only states a type of natural hazard = 1 mark

B5 Total: [25]

END OF QUESTION B5

Question C6

This question is about Economic Systems and Development.

- (a) (i) How high in metres is the Upper Station at X?

1 mark for 1073.6 accept 532 (see map)

- (ii) In which direction was the camera pointing when the photograph was taken? [2]

1 mark for North or Northwards or North East

- (b) Name the two dock areas labelled A and B on the photograph. [2]

1 mark for A = Duncan 1 mark for B = Ben Schoeman

- (c) State and explain two examples of economic activity which could be located at these dock areas.

L1: Gives one valid example (1-3)

L2: Gives a second valid example and explains one with detail (4-5)

L3: Explains two examples with detail (6)

Indicative Content:

Examples could include:

- Fishing, boat repairs, ship building, loading/unloading of goods,
- storage/warehouses, processing industries, tourism-boat trips

For L2/3 will explain why activity is located there and/or use map evidence

- (d) Cape Town is one of the world's most popular tourist destinations. Explain one good point and one bad point of tourism for the people of Cape Town. [6]

L1: Gives a valid good point or bad point (1-3)

L2: Gives a valid good point and bad point and explains one with detail (4-5)

L3: Explains good point and bad point with detail (6)

Indicative Content:

Good points could include:

- Job/business opportunities
- Multiplier effect – workers wages, supplying restaurants
- Places for locals to visit/enjoy

Bad points could include:

- Noise, traffic congestion, disturbance /disruption to daily routines
- Increased crime associated with wealthy tourists e.g. street robbery, prostitution

(e) **CASE STUDY: Choose an example of recent change in an economic activity.**

- (i) **State the type of economic activity (such as farming or industry or a service) and its location.**
- (ii) **Describe, with detail, recent change in your chosen economic activity.**
- (iii) **Explain, with detail, the reasons for the change. [9]**

L1: Names a valid economic activity **and** describes one feature of recent change **or** gives a reason for the change **(1-3)**

L2: Names a valid economic activity **and** describes one feature of recent change **and** gives a reason for the change **with** some detail or development in (ii) **or** (iii) **(5-7)**

L3: Names a valid economic activity **and** describes one feature of recent change **and** gives a reason for the change **with** some detail or development in (ii) **and** (iii) **(8-9)**

Indicative Content

Ideas should be related to a specific example of an economic activity
descriptions of change could include references to:

- growth and/or decline including employment
- resource supplies, production methods, products or services
- changes in location

Reasons must be related to changes described, could include references to:

- Impact of changes in transport and/or technology
- Changes in supply and demand e.g. foreign competition
- Influence of government/international policies

Detail/development could include:

- Accurate locational information
- Named companies/industries
- Accurate data to illustrate changes

Scale of example does not affect allocation of marks, full marks available for local scale examples e.g. a named farm if clearly related to a recent change.

Level 1 max if no specific economic activity if

Valid ideas about recent economic change in (ii) **and** (iii) **or** detail in either

Maximum Level 2 if change in economic activity not recent (before 1980)

Maximum 8 marks if location not given or incorrect

If only states a valid economic activity/correct location = 1/2 marks

C6 Total: [25]

END OF QUESTION C6

Question C7

This question is about Population and Settlement.

- (a) Name the two large settlements labelled A and B on Fig. 16. [2]

1 mark for **A** = Glasgow

1 mark for **B** = Edinburgh

- (b) What types of settlement would be located in square C1? [2]
Circle two correct types from this list

1 mark per correct type e.g. farm, hamlet, village

- (c) There is limited settlement in the North West area of Fig. 16.
Give two reasons to explain why.

L1: Gives one valid reason (1-3)

L2: Gives second valid reason and explains one with detail (4-5)

L3: Gives two detailed explanations (6)

Indicative Content

- High/steep land difficult to build on
- High land will have harsher weather conditions/difficult for farming
- Poor communications with other settlements
- Remote from other services/sources of wealth

- (d) Give two reasons to explain why people who live in the Central Scotland would travel into the city of Glasgow. [6]

L1: Gives one valid reason (1-3)

L2: Gives second valid reason and explains one with detail (4-5)

L3: Gives two detailed explanations (6)

Indicative Content

- Commute to work – greater range of job opportunities/places of work
- Travel to shop – greater range of higher order retail outlets
- Travel for entertainment – greater range e.g. theatres, cinemas, restaurants, football
- Access to other higher order services e.g. higher/further education, healthcare/hospitals

(e) **CASE STUDY: Choose an example of recent change in a country's population.**

- (i) **Give the name and location of the country.**
- (ii) **Describe, with detail, evidence of recent population change in your chosen country.**
- (iii) **Explain, with detail, the reasons for the changes.** [9]
- L1:** Names a valid country and gives one feature of recent population change or gives a reason to explain the change (1-4)
- L2:** Names a valid country and gives one feature of recent population change and gives a reason to explain the change with some detail or development in (ii) or (iii) (5-7)
- L3:** Names a valid country and gives one feature of recent population change and gives a reason to explain the change with some detail or development in (ii) and (iii) (8-9)

Indicative Content

Changes could include references to:

- population size, birth rate, death rate, life expectancy, structure, migration, stage of demographic transition model and credible data.

References for causes of population change could include:

- Effect of family planning/contraception/education on birth rates
- Effect of economic development on fertility rates - later marriage
- Enhanced career opportunities for women, costs of bringing up children
- Impact of health care on death rate/infant mortality rate
- Impact of HIV/AIDS on life expectancy/death rate
- Push-pull factors associated with migration
- Political decisions-e.g. China's one child policy, incentives for small/large families

If no named country maximum Level 1 if valid ideas about population change in general

Maximum Level 2 if population change not recent (before 1980)

Maximum 8 marks if location of country not given or incorrect

If only names a country/gives correct location = 1/2 mark

C7 Total:
[25]

END OF QUESTION C7

ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

| | |
|---|---|
| Assessment Objective One (AO1) | Show knowledge of places, environments and themes at a range of scales from local to global. |
| Assessment Objective Two (AO2) | Show understanding of the specified content. |
| Assessment Objective Three (AO3) | Apply knowledge and understanding in a variety of physical and human contexts. |
| Assessment Objective Four (AO4) | Select and use a variety of skills and techniques appropriate to geographical studies and enquiry |

Section A: PLACES

| Question A1 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|-----|-----|-----|-----|-------|
| QA1(a) | 1 | | | 1 | 2 |
| QA1(b) | | | | 2 | 2 |
| QA1(c) | | | 5 | 1 | 6 |
| QA1(d) | | 5 | | 1 | 6 |
| QA1(e) | 7 | 2 | | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

| Question A2 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|-----|-----|-----|-----|-------|
| QA2(a) | | | | 2 | 2 |
| QA2(b) | | | | 2 | 2 |
| QA2(c) | | 6 | | | 6 |
| QA2(d) | | | 5 | 1 | 6 |
| QA2(e) | 8 | 1 | | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

| Question A3 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|-----|-----|-----|-----|-------|
| QA3(a) | | | | 2 | 2 |
| QA3(b) | | | | 2 | 2 |
| QA3(c) | | | 5 | 1 | 6 |
| QA3(d) | | 6 | | | 6 |
| QA3(e) | 8 | 1 | | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

Section B: PHYSICAL THEMES

| Question B4 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q B4 (a) | | | | 2 | 2 |
| Q B4 (b) | | | | 2 | 2 |
| Q B4 (c) | | 6 | | | 6 |
| Q B4 (d) | | | 5 | 1 | 6 |
| Q B4 (e) | 7 | 2 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

| Question B5 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q B5 (a) | | | | 2 | 2 |
| Q B5 (b) | | | | 2 | 2 |
| Q B5 (c) | | | 5 | 1 | 6 |
| Q B5 (d) | | 6 | | | 6 |
| Q B5 (e) | 7 | 2 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

Section C: HUMAN THEMES

| Question C6 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q C6 (a) | | | | 2 | 2 |
| Q C6 (b) | | | | 2 | 2 |
| Q C6 (c) | | 6 | | | 6 |
| Q C6 (d) | | | 5 | 1 | 6 |
| Q C6 (e) | 7 | 2 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

| Question C7 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q C7 (a) | | | | 2 | 2 |
| Q C7 (b) | | | | 2 | 2 |
| Q C7 (c) | | | 5 | 1 | 6 |
| Q C7 (d) | | 6 | | | 6 |
| Q C7 (e) | 7 | 2 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

Mark Scheme 2403
June 2006

A1 This question is about places in the European Union (EU).

- (a) State two reasons why the Mediterranean climate might attract people to live in the south of France. [2]**

One mark for each valid aspect of the Mediterranean climate.

Indicative Content:

- High summer temperatures/hot summers
- Low summer rainfall/dry summers
- Mild all year/temperate winter
- Low annual rainfall
- Lot of sunshine

Study Fig. 2

- (b) Briefly describe how two activities shown in Fig. 2 are dependent upon the weather. [2]**

One mark for each simple answer.

Indicative Content:

- Skiing – snow
- Water activities – sunny/high temperatures (wind for sailing)
- Walking – dry/moderate temperatures
- Painting outdoors – dry weather/not too cold
- Building work – dry weather
- Sightseeing – dry/moderate weather
- Travel – easier without fog, rain & snow

- (c) Recently, many British people have purchased houses in France. One pull factor is the weather. Explain two other pull factors, suggested by Fig. 2, that attract them to do this. [6]**

Levels:

- L1** Explains one pull factor in simple terms **(1-3)**
L2 Two pull factors, one developed **(4-5)**
L3 Develops two pull factors **(6)**

Indicative Content:

- Cheaper housing/land costs
- Lower density living
- Variety of activities
- Alpine/outward bound activities
- Extensive coastline
- More traditional culture
- Easier travel

- (d) Explain two ways in which developments in transport and technology have made it easier for people from Britain and other parts of the EU to have houses in France. [6]

Levels:

- L1** Gives one simple way **(1-3)**
L2 Two ways, one developed explanation **(4-5)**
L3 Develops explanations for two ways **(6)**

Indicative Content:

- Better motorway/autoroute access/Eurotunnel
- Low cost airlines
- ICT developments to keep in touch/take work with you
- Satellite TV/technology (mobiles etc)
- Air conditioning
- Availability of familiar food products
- Cashpoint machines

- (e) For a settlement within the EU which is either growing or declining:

- (i) Name and locate the settlement, stating whether it is growing or declining;
 (ii) With reference to specific place detail, describe and explain the reasons for either the growth or decline of the settlement. [9]

Levels:

- L1** Names and locates the settlement with a reason described and explained in simple terms OR describes two simple reasons **(1-4)**

- L2** Two reasons explained, with some place detail
(OR) three reasons, one explained with some place detail **(5-7)**

- L3** Develops two answers with specific place detail. **(8-9)**

Max. L1 if settlement outside the EU or not identifiable.

Max. L1 if scale larger than a settlement.

Max. L1 if not present day growth or decline.

A1 Total: [25]

A2 This question is about LEDCs.**(a) What does the term multinational or transnational corporation mean? [2]**

One mark for a simple statement

Two marks for a more complete definition or two statements

Indicative Content:

- Outlets in more than one country
- Extending over more than one country
- Very large business enterprise with branches in many countries (two marks)

(b) Name two examples, other than Wal-Mart, of MNCs/TNCs. [2]

One mark for each valid example, such as Shell, McDonalds or Ford

(c) Suggest two reasons why Wal-Mart has located in the LEDCs shown in Fig.3. [6]**Levels:**

L1 Suggests one reason in simple terms **(1-3)**

L2 Two reasons, one developed **(4-5)**

L3 Develops two reasons **(6)**

Indicative Content:

- Demand from large populations (eg. China)/market potential huge
- Economies rapidly developing/NICs
- Many in Latin America, close to the USA/Wal-Mart an American company
- Westernisation increases demand for western products
- More cosmopolitan population

Max L1 for reasons not appropriate to retailing

(d) What messages might this cartoon communicate about overseas investment in LEDCs? [6]**Levels:**

L1 Gives one simple message **(1-3)**

L2 Two messages, one developed **(4-5)**

L3 Develops two messages, OR gives one very perceptive summary **(6)**

NB Accept additional messages as development, i.e. three messages = L2

Indicative Content:

- MNCs/TNCs produce a lot in LEDCs
- Use of a lot of female labour
- Exploitation
- Few workers' rights
- Labour intensive

Credit detail from the cartoon as development.

(e) For two contrasting regions within an LEDC that you have studied:

- (i) Name and locate the two contrasting regions within the country;
- (ii) With reference to specific place detail, describe three geographical differences between your chosen regions. [9]

Levels:

L1 Names and locates two regions, and gives a simple difference **(1-4)**

L2 Two differences developed, with some place detail
(OR three differences, one developed with some place detail) **(5-7)**

L3 Develops three differences with specific place detail. **(8-9)**

Max. 6 if no comparative statements;

Max. L1 if inappropriate scale of region chosen;

Max. L1 if one or both regions in an MEDC.

A2 Total: [25]

A3 This question is about MEDCs (excluding the EU).

- (a) Use Figs. 5 and 6 to describe the location of the Toyokoro Earthquake of September 2003. [2]**

One mark for each valid descriptive point about location

Indicative Content:

- 60 miles off Hokkaido (2 marks)
- East of Hokkaido or east Hokkaido
- NE Japan/Northern Japan
- In the Pacific Ocean
- Hokkaido Island

- (b) The Toyokoro Earthquake registered 8.0 on the Richter Scale. What does this tell you about the strength of the earthquake? [2]**

One mark for each answer or two marks for a developed answer

Indicative Content:

- 8.0 = a high value
- 8.0 = 10 times the magnitude of a 7.0 earthquake (logarithmic scale)
- A major earthquake
- Large buildings and infrastructure likely to be destroyed
- Lives at risk

- (c) Use Fig.5 to identify two effects of the earthquake and suggest reasons for them. [6]**

Levels:

- L1** Identifies and gives one reason in simple terms **(1-3)**
L2 Two reasons, one developed **(4-5)**
L3 Develops two reasons **(6)**

Indicative Content:

- 40,000 leave homes – fear/danger/destruction
- Tidal wave – triggered by tremor
- Injured 230 – from shattered glass
- Blacked out homes – electricity wires/pylons fell down
- Cracked roads – Earth's surface stretched
- Roof of local airport caved in – not earthquake proofed
- Aftershocks – normal after an earthquake
- Damage to fishing industry – boats capsized

- (d) This was the world's strongest earthquake in 2003, yet nobody died because of it. Give two reasons why this low number of deaths from an earthquake is typical of MEDCs. [6]

Levels:

- L1** Gives one simple reason (1-3)
L2 Two reasons, one developed explanation (4-5)
L3 Develops two reasons (6)

Indicative Content:

- Many earthquake proof buildings
- Education/earthquake drill/national earthquake day
- Heavy objects fastened to walls
- Rescue services better prepared/equipped
- Infrastructure better/access to disaster area easier

- (e) For a natural hazard event that you have studied in an MEDC (outside the EU):

- (i) Name and locate the natural hazard event;
(ii) With reference to specific place detail, describe and explain the causes of the event. [9]

Levels:

- L1** Names and locates the event, and describes and explains a simple cause
OR describes two simple causes (1-4)
L2 Two causes explained, with some place detail
(**OR** three causes, one explained with some place detail) (5-7)
L3 Develops both answers with specific place detail (8-9)

Max. L1 for no named event;

Max. L1 if the natural hazard event is in the EU or an LEDC.

Earthquakes, including those on Hokkaido, are fine – causes are not given in Fig.5.

A3 Total: [25]

B4 This question is about Physical Systems and Environments.**(a) Within this hydrological system:**

- (i) Name one store
(ii) Name one flow. [2]

One mark for each correct answer

Stores: vegetation; soil; ground (water); bedrock; channel; surface; watertable; atmosphere (cloud)

Flows: Overland; through; groundwater; infiltration; percolation; runoff; stream/channel.

(b) Two labels are missing from this hydrological cycle.

- (i) What is label A?
(ii) What is label B? [2]

- (i) One mark for throughflow
(ii) One mark for transpiration/evapotranspiration/evaporation from trees

(c) Describe the effects of the storm upon river discharge as indicated by the hydrograph. [6]**Levels:**

- L1 Describes one effect in simple terms (1-3)
L2 Two effects, one developed (4-5)
L3 Develops two effects (6)

NB Accept additional effects as development, i.e. three effects = L2 and four = L3.

Indicative Content:

- Use of correct terminology = development
- Initially discharge does not change in response to the rain
- Peak discharge comes three/four hours after peak rainfall
- The rising limb is steep as the rainwater reaches the river quickly
- The falling limb is also relatively steep as the effect of the storm is quickly over
- The base flow of the river is restored after eleven hours

- (d) Explain two ways that future human activity within the river basin might change the discharge curve of this hydrograph. [6]

Levels:

- L1** Explains one change in simple terms (1-3)
L2 Two changes, one developed (4-5)
L3 Develops explanations for two changes (6)

Indicative Content:

There are numerous possibilities, such as:

- Afforestation = reduced runoff = smaller peak/shallower rising limb
- Dam/reservoir = increased depression storage = flatter curve/lower volume
- Arable farming = reduced infiltration through compaction of soils = steeper rising limb/higher peak/steeper falling limb
- Tarmac/concrete = less infiltration/greater overland flow = steeper rising limb/higher peak/steeper falling limb
- Irrigation or water extraction = less channel flow/storage = only minor change

- (e) For a type of climatic change that you have studied:

- (i) State the type of climatic change that you have chosen;
 (ii) Using specific detail, describe and explain the climatic changes taking place. [9]

Levels:

- L1** Names a climatic change, and describes and explains the change in simple terms **or** develops the description (1-4)
L2 Two explanations, with some detail/development
 (**OR** three simple explanations, one developed with some detail) (5-7)
L3 Develops two explanations, both with specific detail (8-9)

Max L1 if climate change not clearly stated;

Max. 6 if no comparative statements;

Max. L1 if *weather* change not *climate* change

Acceptable to use **any** climate change, such as glacial. The specification refers to studying this at the global scale, but answers are not limited to this.

B4 Total: [25]

B5 This question is about Natural Hazards and People.

- (a) Briefly state two reasons why the risk of flooding in England and Wales is getting worse. [2]

One mark for stating each brief/simple reason

Indicative Content:

- Global warming (sea level rising and/or more severe storms)
- More development of built up areas
- Deforestation/hedgerow destruction
- Building on floodplains

- (b) Use Fig. 9 to state two ways in which those living in flood risk areas will probably be financially worse off in the future. [2]

One mark for each valid way

Indicative Content:

- Higher insurance premiums
- Expected to pay for own flood defences
- Higher costs for emergency services
- Declining property values

- (c) Suggest how two of the flood defence measures shown in Fig. 9 work. [6]

Levels:

- L1 Suggests one simple explanation (1-3)
L2 Two explanations, one developed (4-5)
L3 Develops two explanations (6)

Indicative Content:

- Giant water filled boom – increases channel capacity/diverts water downstream
- Plastic skirt – blocks entry points into property and provides artificial banks for the river, increasing capacity
- Shutter system – blocks entry points for water into property

NB: Drawbacks acceptable as development

(d) Explain two problems associated with predicting floods.

[6]

Levels:

- L1** Gives one simple problem **(1-3)**
- L2** Two problems, one developed explanation **(4-5)**
- L3** Develops explanations for two problems **(6)**

Indicative Content:

- So many variables
- Difficult to forecast where precisely it will affect
- Difficult to forecast precisely when banks will burst
- Frequency is irregular
- Land use and climate changing

(e) For a natural hazard that you have studied:

- (i) State the natural hazard;**
- (ii) Using specific detail, describe the methods used to predict this hazard;**
- (iii) How successful have the prediction methods been? [9]**

Levels:

- L1** States a natural hazard and gives something simple in (ii) and (iii)
OR develops one of them **(1-4)**
- L2** Something in each and develops one section with some detail **(5-7)**
- L3** Develops both sections with specific detail in each **(8-9)**

The intention is to choose a type of natural hazard, not a hazard event.
However, do not penalise those that do the latter.
Max. L1 for no named natural hazard or for a human hazard.
Acceptable to choose flooding and same choice as in QA3e.

B5 Total: [25]

C6 This question is about Economic Systems and Development.

- (a) (i) This photograph of Cape Town was taken from Table Mountain. (Labelled X on the map). In which direction was the camera pointing to take it?
- (ii) Name the dock area labelled A on the photograph. [2]

- (i) One mark for north or north east
(ii) One mark for Duncan Dock

- (b) Name two pieces of evidence on the map for tourist activity. [2]

One mark for each piece of evidence

Indicative Content:

- National Monument
- Mountains for walking/views
- Table Mountain is a famous landmark
- Beaches/coves
- Whale Rock, indicating possibility of whales
- Dates of shipwrecks along the coast
- Waterfront
- Gardens/parks
- Newlands Forest
- National Botanical Gardens
- Newlands rugby and cricket stadium
- Kenilworth racecourse

- (c) The Nuabem Industrial Estate is shown on the map and labelled B on the photograph.

Give two reasons why this is a good location for economic activity.

Provide evidence from both resources.

[6]

Levels:

L1 Gives one reason in simple terms (1-3)

L2 Gives two reasons, one developed with evidence (4-5)

L3 Develops two reasons, using both resources (6)

Indicative Content:

- Flat land
- Easy access to the docks
- Linked by both rail and road to markets/raw materials
- Nearby workforce and market
- Spectacular setting near Table Mountain and Table Bay

- (d) The Waterfront area of Cape Town (labelled C on the photograph) was redeveloped in the 1990s and is now South Africa's top tourist destination. Suggest two ways this economic change might affect the quality of life of local people. [6]

Levels:

- L1 Suggests one way in simple terms (1-3)
L2 Two suggestions, one developed (4-5)
L3 Develops two ways (6)

Indicative Content:

- Provides more employment and/or more business opportunities
- Multiplier effect
- More facilities eg: infrastructure places for locals to visit/eat at and/or better infrastructure
- Attracts and provides contact with international tourists
- Price rises
- More stressful place to live – noise, litter, congestion etc.

- (e) For an aid or investment programme that you have studied:

- (i) Name and locate the programme;
(ii) Describe with specific detail the main features of the programme;
(iii) How sustainable is the programme? [9]

Levels:

- L1 Names and locates the aid or investment programme, and gives something simple in (ii) & (iii) **OR** develops one of them (1-4)
L2 Something in each and develops section (ii) or (iii), with some detail (5-7)
L3 Develops both sections with specific detail in each. (8-9)

Max. L1 if no named programme.

They will have studied this in an LEDC context, but anywhere in the world is acceptable as long as it is a proper programme.

All candidates should be familiar with the term 'sustainability' – its environmental, economic and social aspects are all acceptable.

C6 Total: [25]

C7 This question is about Population and Settlement.

(a) What are the two main uses of the land in square E4 [2]

One mark for each of settlement and crops/arable

(b) Briefly describe the distribution of settlement on the area of the satellite image. [2]

One mark for each valid descriptive point about the distribution
OR two marks for an overlying statement

Indicative Content:

- Concentration in the centre of the image/absent in north and south
- Avoids areas of upland
- Linear pattern across central area
- Two large clusters
- Smaller nuclei between two large
- Some spread along the coasts

(c) The city of Glasgow is the largest settlement shown on the satellite image (mainly in square B3). Suggest two possible reasons for the location of this settlement. [6]

Levels:

- L1** Suggests one possible reason in simple terms **(1-3)**
L2 Two possible reasons, one developed **(4-5)**
L3 Two possible reasons developed. **(6)**

Indicative Content:

- Access to the sea for trade
- Lowland site
- As service centre for surrounding smaller settlements
- Possible site for raw materials
- Foci for transport routes

- (d) Give two reasons why people from Central Scotland may travel regularly to Glasgow. [6]

Levels:

- L1** Gives one acceptable reason in simple terms (1-3)
L2 Two reasons, one developed explanation (4-5)
L3 Develops two explanations (6)

Indicative Content

- Employment
- Use of services, entertainment, medical etc.
- Higher order shopping
- Education facilities

- (e) For a whole country where you have studied population change:

- (i) Name the country;
(ii) Using specific detail, describe and explain the population change. [9]

Levels:

- L1** Names a country and describes and explains a change in simple terms
OR develops description (1-4)
L2 Two changes explained, with some detail
(OR three changes, one explanation developed with some detail) (5-7)
L3 Develops both answers with specific detail (8-9)

Candidates should have studied this in both LEDC and MEDC contexts at a national scale.

Max. L1 for inappropriate scale.

NB: Change can be total, structure or distribution

C7 Total: [25]

ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

| | |
|---|---|
| Assessment Objective One (AO1) | Show knowledge of places, environments and themes at a range of scales from local to global. |
| Assessment Objective Two (AO2) | Show understanding of the specified content. |
| Assessment Objective Three (AO3) | Apply knowledge and understanding in a variety of physical and human contexts. |
| Assessment Objective Four (AO4) | Select and use a variety of skills and techniques appropriate to geographical studies and enquiry |

PAPER TWO (HIGHER TIER)**Section A: PLACES**

| Question A1 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| QA1(a) | | | | 2 | 2 |
| QA1(b) | | | 1 | 1 | 2 |
| QA1(c) | 1 | 2 | 1 | 2 | 6 |
| QA1(d) | 2 | 3 | 1 | | 6 |
| QA1(e) | 5 | 2 | 2 | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

| Question A2 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| QA2(a) | 2 | | | | 2 |
| QA2(b) | | | | 2 | 2 |
| QA2(c) | 1 | 3 | 1 | 1 | 6 |
| QA2(d) | | 2 | 2 | 2 | 6 |
| QA2(e) | 5 | 2 | 2 | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

| Question A3 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| QA3(a) | | | | 2 | 2 |
| QA3(b) | 1 | | 1 | | 2 |
| QA3(c) | | 3 | | 3 | 6 |
| QA3(d) | 2 | 2 | 2 | | 6 |
| QA3(e) | 5 | 2 | 2 | | 9 |
| TOTAL | 8 | 7 | 5 | 5 | 25 |

Section B: PHYSICAL THEMES

| Question B4 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q B4 (a) | | | 1 | 1 | 2 |
| Q B4 (b) | 1 | | | 1 | 2 |
| Q B4 (c) | 1 | 1 | 1 | 3 | 6 |
| Q B4 (d) | | 3 | 3 | | 6 |
| Q B4 (e) | 5 | 4 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

| Question B5 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q B5 (a) | | | 1 | 1 | 2 |
| Q B5 (b) | | | 1 | 1 | 2 |
| Q B5 (c) | | 2 | 2 | 2 | 6 |
| Q B4 (d) | 2 | 2 | 1 | 1 | 6 |
| Q B4 (e) | 5 | 4 | | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

Section C: HUMAN THEMES

| Question C6 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q C6 (a) | | | | 2 | 2 |
| Q C6 (b) | | | 1 | 1 | 2 |
| Q C6 (c) | | 2 | 2 | 2 | 6 |
| Q C6 (d) | 2 | 4 | | | 6 |
| Q C6 (e) | 5 | 2 | 2 | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

| Question C7 | AO1 | AO2 | AO3 | AO4 | TOTAL |
|--------------|----------|----------|----------|----------|-----------|
| Q C7 (a) | | | | 2 | 2 |
| Q C7 (b) | | | 1 | 1 | 2 |
| Q C7 (c) | | 4 | | 2 | 6 |
| Q C7 (d) | 2 | 2 | 2 | | 6 |
| Q C7 (e) | 5 | 2 | 2 | | 9 |
| TOTAL | 7 | 8 | 5 | 5 | 25 |

Mark Scheme 2423
June 2006

1 The land the climate and people

- a) 1 mark for each correct response.

ii) F
iii) T
iv) T
v) F
vi) T
vii) T
viii) F
ix) F
x) T
xi) T

[10]

- b) 1 mark for each reason.

A variety of reasons may be given from over use of path and erosion, to soil type and previous weather. – accept walking.

[2]

- c) 1 mark for simple correct meaning of soil/footpath erosion.

eg

The soil wears away

People's boots take away the soil

Key words to accept - worn out, wear away.

[1]

- d) 2 marks for reason only. No marks for choice of activity. Expected answer to be 4 x 4 off road.

eg

4 x 4 off road will cause the most damage to the countryside because the tyres rip

up the fields when it is muddy (1) and the people do not stick to the special tracks (1) (2 marks can be achieved in one reason).

Accept pollution/fumes, litter.

Do not accept - scare animals.

[2]

Total 15 marks

2 People and work

- a) 1 mark per correct placed word using map.
east
6
London
Bristol
Manchester/Coventry
[5]
- b) 1 mark for simple correct meaning of word.
eg
Easy to get to
Good place and quick
[1]
- c) 1 mark per correct country.
Rome = Italy
Paris = France
Dublin = Ireland, Southern Ireland or Eire
Edinburgh = Scotland
[4]
- c) 1 mark for each column plotted and drawn
A precise line is needed on both columns.
[2]
- e) 1 mark for suggesting that the numbers are rising/going up
[1]
- f) 1 mark per reason
A variety of answers accepted from low cost airlines, more adventurous holidays, people holiday abroad, airport is accessible.
Can gain 2 marks for expanding 1 reason.
[2]
- g) 1 mark per response.
Good - Handy for air travel, jobs, shopping, attracting businesses, plane spotting/tourism.
Bad - 'Pollution' for 1 mark, types of pollution for individual marks. Extra traffic, air crash. Busy night. Strangers into area. Hearing cars and/or planes.
Can get a maximum of 3 marks in either Good or Bad.
[4]

Total 19 marks

3 People and places

- a) 1 mark per correct choice
- ii) more
 - iii) 10-14
 - iv) Same
 - v) Few
 - vi) LEDC

[5]

- b) 1 mark per suitable reason
- eg
- Parents need the children to work
- Many die young
- No contraception
- No old age pension
- Poor education for girls
- Can achieve 2 marks in an extended answer/expansion of a reason.

[2]

- c) 1 mark for each correct match.
- Water supply to all houses = more time for paid work.
- Contraception = limits family size.
- School places for all children = more work opportunities.
- Enough food = fewer go hungry.

[4]**Total 11 marks**

4 People and hazardous places

- a) 1 mark for putting crater label near summit.
1 mark for putting farmland label near bananas and/or lower slopes. **[2]**
- b) 1 mark for a simple answer eg The soil is good.
Maximum 2 marks for use of terms or added detail relating to volcanic soils.
eg The lava and ash that came out of the volcano makes fertile soil which makes the plants grow. Fertile is a term and would gain 2 marks if used in an explanation. **[2]**
- c) 1 mark for either cable car or road from holiday town.
Must use sketch. **[1]**
- d) 1 mark per reason. Answers may refer to the relief, soils and climate.
Suggestions of tourism accepted.
Possible to award 2 marks in one reason. **[2]**
- e) 1 mark per way.
Any correct choice from bulging of volcano sides, earthquakes, mini eruptions or even reaction by birds and animals. 2 marks can be achieved for a suitable answer in one way. Accept radio and TV reports. **[2]**
- f) Maximum 6 marks.
- | | | |
|---------|---|------------|
| Level 1 | Draws a volcano | [3] |
| Level 2 | Draws a volcano erupting and includes up 2 labels | [5] |
| Level 3 | Draws a volcano erupting and includes 3-4 labels | [6] |

Total 15 marks**TOTAL FOR PAPER 60 MARKS**

**Entry Level Certificate
Geography Specification C (3988)
June 2006 Assessment Series**

Unit Threshold Marks

| Unit | | Maximum Mark | Level 3 | Level 2 | Level 1 | U |
|-------------|-----|--------------|---------|---------|---------|---|
| 2421 | Raw | 160 | 108 | 60 | 16 | 0 |
| | UMS | 80 | 64 | 48 | 32 | 0 |
| 2422 | Raw | 30 | 18 | 10 | 5 | 0 |
| | UMS | 60 | 48 | 36 | 24 | 0 |
| 2423 | Raw | 60 | 41 | 35 | 22 | 0 |
| | UMS | 60 | 48 | 36 | 24 | 0 |

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks).

| | Maximum Mark | Entry 3 | Entry 2 | Entry 1 | U |
|-------------|--------------|---------|---------|---------|---|
| 3988 | 200 | 160 | 120 | 80 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

| | Maximum Mark | Entry 3 | Entry 2 | Entry 1 | U | Total Number of Candidates |
|-------------|--------------|---------|---------|---------|---|----------------------------|
| 3988 | 200 | 59.0 | 94.4 | 100.0 | 0 | 289 |

These statistics are correct at the time of going to publication.

**General Certificate of Secondary Education
Subject (Specification Code)
June 2006 Assessment Series**

Unit Threshold Marks

| Unit | | Maximum Mark | a* | a | b | c | d | e | f | g | u |
|--------------|-----|--------------|-----|-----|-----|-----|-----|----|----|----|---|
| 2401F | Raw | 60 | - | - | - | 43 | 36 | 29 | 23 | 17 | 0 |
| | UMS | 83 | - | - | - | 72 | 60 | 48 | 36 | 24 | 0 |
| 2401H | Raw | 60 | 51 | 45 | 39 | 34 | 26 | - | - | - | 0 |
| | UMS | 120 | 108 | 96 | 84 | 72 | 60 | - | - | - | 0 |
| 2402 | Raw | 100 | - | - | - | 71 | 63 | 55 | 48 | 41 | 0 |
| | UMS | 139 | - | - | - | 120 | 100 | 80 | 60 | 40 | 0 |
| 2403 | Raw | 100 | 80 | 72 | 63 | 55 | 44 | - | - | - | 0 |
| | UMS | 200 | 180 | 160 | 140 | 120 | 100 | - | - | - | 0 |
| 2404 | Raw | 40 | 35 | 31 | 27 | 24 | 19 | 15 | 11 | 7 | 0 |
| | UMS | 80 | 72 | 64 | 56 | 48 | 40 | 32 | 24 | 16 | 0 |

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

| | Maximum Mark | A* | A | B | C | D | E | F | G | U |
|----------------|--------------|-----|-----|-----|-----|-----|-----|-----|----|---|
| 1988 F | 279 | - | - | - | 240 | 200 | 160 | 120 | 80 | 0 |
| 1988 H | 400 | 360 | 320 | 280 | 240 | 200 | 180 | - | - | 0 |
| Overall | 400 | 360 | 320 | 280 | 240 | 200 | 160 | 120 | 80 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

| | A* | A | B | C | D | E | F | G | U | Total No. of Cands |
|----------------|------|------|------|------|------|------|------|------|-----|--------------------|
| 1988 F | - | - | - | 31.6 | 58.0 | 76.7 | 89.5 | 97.5 | 100 | 8242 |
| 1988 H | 13.5 | 44.6 | 76.4 | 94.2 | 99.1 | 99.8 | - | - | 100 | 14281 |
| Overall | 8.6 | 28.4 | 48.8 | 71.5 | 84.2 | 91.5 | 96.1 | 99.0 | 100 | 22523 |

22523 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;

www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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