

# **Geography C (Bristol Project)**

General Certificate of Secondary Education GCSE 1988

## **Mark Schemes for the Units**

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**January 2007**

**1988/3988/MS/R/07J**

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#### **MARK SCHEMES FOR THE UNITS**

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**Mark Scheme 2401/01**  
**January 2007**

**SECTION 1:****1 Use Resource 1.**

- (a) How many people in the world are moving at any time?

13 million. [1]

- (b) Name the **two** continents that are responsible for over 80% of the international movement of people.

Accept North America  
Europe. [2]

- (c) Is international movement expected to increase or decrease by 2050?

Increase. [1]

- (d) Give **two** reasons why more people are moving around more.

Accept any Two Push or Pull factors.

**Push Factors**

Persecution  
War  
Famine  
Disaster  
Refugee  
Asylum seeker

**Pull Factors**

Media  
Advertising  
Perception of better life  
Tourism  
Commuting

[2]

**Total: [6]**

**2 Use Resources 2 and 3 and your own knowledge.**

- (a) Which group of vehicles is predicted to increase most in number between 1990 and 2100 worldwide?

Cars and light trucks (or just cars) [1]

- (b) China has the fastest growing car industry in the world.

State **one** problem that this might create.

Traffic jams

Air or noise pollution (type must be specified)

Health problems

Loss of business time

Stress

Increase in accidents

Accept any reasonable suggestion. [1]

- (c) Give **two** reasons why traffic levels have increased in the UK.

**Reasons may include:**

Increase in number of cars per hh

More cars or light vans or heavy goods vehicles or buses

Increase in personal affluence

Increased rail fares

Decline in real cost car ownership

Fall in children walking/cycling to school/increase in numbers going by car

Numbers travelling by bus stable increase due to extra cars

Steady rise in travel by car

Impact of terrorism

Fears about rail safety

Longer commutes

New road infrastructure

Lack of reliability public transport.

**Level 1**

1 basic reason. [2]

**Level 2**

2 basic reasons or development of 1 reason. [3]

**Level 3**

2 basic reasons at least one developed. [4]

- (d) Give **one** reason why people think traffic congestion is more serious in towns than on motorways.

Most people live in urban areas in GB

Most commutes take place in urban areas/most common daily experience

Most people do not use main motorways daily

More health implications in towns

Roads network in urban areas not as good as motorways

Traffic moves more slowly in towns (or various reasons for this, eg traffic calming)

**One valid reason.** [2]

**Total: [8]**

**3 Use Resources 4 and 5.****(a) State **two** reasons for the increase in air transport.**

Increased international tourism  
Increased international/global business/multinationals  
Import and export of food goods/flowers  
Cheaper costs  
Lower taxes for airports  
Lower taxes on aviation fuel  
Expansion of airports  
Development of larger aircraft eg jumbo airbus able to carry more passengers  
More planes.

Any **two** relevant reasons.

**[2]**

**(b) Choose **two** negative impacts of increased travel from Resource 5.  
Explain how they might affect people and/or the environment.****Impacts may include:**

Air pollution  
Climate change  
Health issues  
Noise  
Loss of business  
Loss of habitat.

**No marks to be awarded just for choice**

**Level 1**

1 negative impact (with basic explanation).

**[2]**

**Level 2**

2 negative impacts (with basic explanations) or  
1 basic explanation with development.

**[3]**

**Level 3**

2 basic explanations with at least one developed.

**[4]**

**Total: [6]**



**SECTION 2: THE OPTIONS****4 Use Resource 6.**

Explain how two of the options used by cities around the world may be considered sustainable.

**Options may include the following or own knowledge from other cities:**

Congestion Charging

Road and bridge tolls

License plate restrictions.

Sustainable reference to any of bullet points in definition.

Must link clearly to option and show good understanding of sustainability for Level 3.

**Level 1**

Names 1 option

**[1]**

**Level 2**

Names 1 option with explanation linked to option

**[2]**

**Level 3**

Links explanation clearly to sustainability.

**[3]**

**Repeat for second option**

**Total: [6]**

**5 Use Resource 7 and your own knowledge.**

- (a) State **two** different ways in which the BedZED Eco-Village Development has decreased people's dependency on private cars.

Names 2 ways 1 mark per way

Private cars using fossil fuels limited to 50%/legally binding

Residents and businesses pay annual fee for on-site parking

Parking spaces prioritised for disabled/electronic cars/LPG cars/small engine cars

Car club

Solar power plug in points for electric cars

Good cycling facilities

Good public transport by bus and rail

Timetable information delivered to each household and business.

**[2]**

- (b) For **one** of these explain how it would be sustainable.

Explanation will depend on way chosen.

**Level 1**

Simple link to sustainability eg reduce pollution/congestion/cleaner air/safer/better for the environment.

**[2]**

**Level 2**

Clear linkage of chosen way to sustainability definition eg better cycling provision will improve peoples' health and result in cleaner air and less congestion

Car club will mean each vehicle is carrying more people so there will be less congestion and a more healthy environment

Using solar power to charge electric cars reduces the use fossil fuels and is using recyclable energy.

**[4]**

**Total: [6]**

**6 Use Resource 8 and your own knowledge.**

Choose **two** options from **Resource 8**.

Describe the advantages and disadvantages of each for people and the environment.

**Options can include:**

Cycling or Sustainable transport  
Eco cars  
Biofuel  
Trams  
Rapid bus transit.

**Advantages may include:**

Cleaner air  
Less congestion  
Healthier  
Less business time lost  
Less land/habitats lost  
More productive use of land.

**Disadvantages may include:**

Lack of flexibility  
Poor availability  
Cost of new transport either to individual or community/high initial investment  
Loss of jobs in some industries  
Limited range  
Safety issues.

**Level 1**

1 basic advantage or disadvantage	A or D	[1]
1 basic advantage and disadvantage	A+D	[2]

**or**

Advantage & development or Disadvantage & development. D+dev or A+dev	[2]
---	-----

**Level 2**

2 disadvantages and 1 advantage	D+D+A	[3]
1 disadvantage and 2 advantages	D+A+A	[3]

**or**

Disadvantage + advantage with development in one of them. D+A+dev	[3]
---	-----

1 disadvantage + 1 advantage with 2 development points in either. D+A+dev+dev	[4]
---	-----

**Max. 2 if only advantages or disadvantages.**

Mark both parts the same.

**Total: [8]**

**SECTION 3: THE DECISION****7 Use Resources 9, 10 and 11 plus any other resources and your own knowledge.**

The Thames Gateway faces the challenge of creating a sustainable transport plan for the 21<sup>st</sup> century.

They need to work with existing local authorities, transport pressure groups, businesses and local communities to make this new development a success.

In the most densely populated area of the country a successful mix of public and private transport schemes must be coordinated if the city and the 2012 Olympics are to succeed.

You have to consider the following options for transport in the Thames Gateway:

**Option A:** Build an efficient and coordinated public transport system, including *Fastrack* and Crossrail throughout the region.

**Option B:** Encourage local businesses and communities to take the initiative and set up schemes such as car sharing, cycling and teleworking.

**Option C:** Extend the current use of congestion charging and toll roads to cover a larger proportion of the area giving exemptions for 'ecofriendly' vehicles.

**(a) Which option do you think is best for people and the environment?**

My chosen option is .....  
Give reasons for your choice

**Level 1**

Basic reason for choice.

**[4]**

**Level 2**

Further clear reason for choice or development of original reason.

**[6]**

**Level 3**

At least two clear reasons for choice with development in one/or 3 clear reasons  
Must have a link to sustainability for **top** of Level 3.

**[8]**

**(b) Identify any disadvantages of your chosen option in (a).****Level 1**

Basic disadvantage.

**[3]**

**Level 2**

Development of original reason or further reason.

**[4]**

**(c) Give reasons for not choosing the other two options**

4 marks available for each option.

Mark as (b).

**[8]**

**Total: [20]**



## GCSE GEOGRAPHY SPECIFICATION C 1988 CONTENT COVERAGE

## THEME 1 CONTENT

## Physical systems and Environments

C1 1-1.3; N1-1.3; N2 1-2.3

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	Jan 2006	June 2006	Jan 2007	June 2007
<b>(a) Geomorphic processes and landforms</b>							
• What are the landforms that make up a selected landscape like? #	The description of <b>one</b> selected landscape using appropriate skills eg map and photograph interpretation.	Local or Regional	EU				/
• What geomorphic processes are operating on the selected landscape? #	The geomorphic processes (including weathering, erosion, transport and deposition) associated with <b>one</b> selected landscape.	Local or Regional	EU				
• What evidence is there of how the landforms are influenced by geology, past and present processes? #	The contribution of structure and past and present geomorphic processes towards the development of <b>one</b> selected landscape.	Local or Regional	EU				/
• How are they being influenced by human activity? #	The effect of human activity on geomorphic processes within the <b>one</b> selected landscape.	Local or Regional	EU	/			/
<b>(b) Atmospheric processes and climate</b>							
• How do weather conditions reflect processes in the atmosphere at the local scale? #	The influence of local conditions including aspect, exposure, relief and surfaces on microclimates and weather.	Local	EU				/
• What influences the patterns of climate at the regional scale? #	The factors responsible for spatial and seasonal patterns temperature and rainfall in the British Isles (latitude, land and sea, relief and ocean currents) depressions and anticyclones.	National	UK				/
• How does the global atmospheric system affect the climate in particular places? #	The climate of the British Isles and two other contrasting types of climate.	National	UK LEDC and MEDC				/
• Is the climate changing? #	Climate change; possible reasons and consequences for human activity.	Local and Global	World				/
<b>(c) Physical environments and systems</b>							
• How can systems ideas help the study of:	The main units and links in the hydrological cycle.	Regional					
• river basins;	The river basin as a system of inputs, flows, stores and outputs.	Regional					
• water in the atmosphere; #	The storm hydrograph.	Local or Regional	EU				/
• habitats, including their soil and vegetation? #	The links between climate, soils, vegetation and human activity in <b>one</b> chosen environment.	Regional	LEDC				/

## THEME 2 CONTENT

## Natural Hazards and People

## C2.2

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	Jan 2006	June 2006	Jan 2007	June 2007
<b>(a) The nature and distribution of natural hazards</b>							
• What different kinds of natural hazards are there? #	The severity, frequency and duration of tectonic, atmospheric and terrestrial hazards from short term local hazards, such as fog; medium term ones such as forest fire, to long term hazards such as global warming.	Local to Global				/	
• Where do different kinds of hazards occur?	The distribution of different kinds of hazard.	Global	World			/	
<b>(b) The processes responsible for natural hazards</b>							
• What physical processes are responsible for natural hazards? #	The processes that result in volcanoes, earthquakes, tropical storms, floods and droughts.	Local, Regional and Global	EU, LEDC and MEDC				
• How do people's activities affect them? #	The impact of human activities such as deforestation, over grazing and urbanisation.	Regional	EU, LEDC and MEDC			/	
<b>(c) The effects of natural hazards on people</b>							
• How do natural hazards affect people in parts of the world at different levels of development? #	The different effects of natural hazards on rural/urban areas, densely and sparsely populated areas in LEDCs and MEDCs.	Regional	LEDCs and MEDCs				
• How can people be protected from natural hazards? #	Emergency planning, building and development controls.	Regional				/	
• Can natural hazards be predicted and controlled? #	Predicting and controlling natural hazards using methods such as remote sensing, earthquake monitoring, afforestation and flood control schemes.	Regional				/	

## THEME 3 CONTENT

## Economic Systems and Development

↔ C2.3; IT2.2

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	Jan 2006	June 2006	Jan 2007	June 2007
<b>(a) Economic systems</b>							
• How can systems ideas help the study of economic activity?	Economic activity as inputs, outputs and processes and the study of at least <b>one</b> selected examples.	Local		/			
• Where are economic activities located and why?	The general factors affecting the location of economic activity and at least <b>one</b> selected example.			/			
<b>(b) Economic activity, growth and change</b>							
• How and why is economic activity changing? #	Changes in economic activity resulting from developments in transport and technology.	Regional International	MEDC EU				
• Why do some places experience growth while others decline? 1-#	Regional economic change.	Regional	EU				
• What are the effects of economic change on the quality of life in different places? 1-#	LEDC economic development, including the roles of tourism, multinational/transnational corporations and development projects.	Regional and National	LEDC	/		/	/
<b>(c) International disparities, trade and interdependence</b>							
• What variations in levels of development exist between countries? 1-#	Contrasts in living standards and GDP.	Global	World				
• How and why do living standards vary? 1-#	Improvements in the quality of life in LEDCs through both investment <b>and</b> aid programmes.	National	LEDC				
• What links exist between states in terms of trade, investment and aid? 1-#	Global and EU trade patterns and trends.	Global and International	World and EU				



## THEME 4 CONTENT

## Population and Settlement

C2.1; IT1.1-1.2; IT2.2

QUESTIONS FOR ENQUIRY	CONTENT	SCALE	PLACE	Jan 2006	June 2006	Jan 2007	June 2007
<b>(a) Population distribution, structure and change</b>							
• Where do people live? #	The distribution of population at a global scale.	Global	World				
• Why do more people live in some places than in others? #	Factors affecting the distribution of population.	National	MEDC and LEDC				
• How and why is the population of places changing? 1- #	The growth in population at a global scale. Factors affecting birth and death rates, and their impact on population totals.	Global Local and National	World MEDC and LEDC				
• How and why does the age structure of populations vary? 1- #	Population structure and its change over time.	National and International	MEDC and LEDC				
• Why is the balance between the numbers of people living in rural and urban areas changing? 1- #	Migration; causes and effects.	National and International	LEDC and EU				
<b>(b) The location and function of settlements</b>							
• What affects the location of individual settlements? #	Reasons for the location of settlements.	Local and Regional	EU				
• Is there a link between the size and location of a settlement and its functions? 1- #	Provision of goods and services by settlements of different sizes.	Local and Regional	EU				
<b>(c) Land use within settlements</b>							
• Where are different activities located within settlements? #	Reasons for land use patterns within a selected settlement.	Local				/	
• How and why is land use within settlements changing? 1- #	The effect of changes in transport, economic activity and ways of life on land use within a selected settlement.	Local				/	
• What factors influence social and cultural patterns in towns and cities 1- #	Social and cultural patterns within cities.	Local					
<b>(d) The growth and decline of settlements</b>							
• Why are some settlements growing while others are declining? #	Reasons for the growth <b>and</b> decline of population, activities and area of <b>two</b> selected settlements.	Local	EU and LEDC			/	
• How are these changes affecting the quality of life? 1- #	The benefits, problems and issues associated with growth and decline of settlements, together with their effect on the quality of life.	Local	EU and LEDC			/	
	Making settlements sustainable.	Local					

## THEME 5 CONTENT

## Sustainable Development

C1.1-1.3; C2.1-2.3; N1.1-1.3; N2.1-2.3;  
IT1.1-1.2; IT2.1-2.3

QUESTIONS FOR ENQUIRY	CONTENT	Jan 2006	June 2006	Jan 2007	June 2007
<b>(a) The Earth's resources</b>					
• How can resources be defined? #	Classification of resources as renewable and non-renewable.	/			/
• How is the demand for resources changing? #	The effects of economic and population growth on the demand for natural resources and their sustainability.	/			/
<b>(b) Exploitation and management of natural resources</b>					
• What are the consequences of people's use of resources? #	Pressure on scarce resources and environments. The reasons for environmental degradation.	/		/	/
• What effects might the growth of demand for goods and services have on environments? #	Causes and possible effects of environmental change at different scales.	/		/	/
• How can the use of resources and environments best be developed and managed? #	Different ways of managing environments and resources including approaches for stewardship, conservation and sustainable development.	/		/	/
<b>(c) Resolving Issues</b>					
• What causes pressure on land and resources? #	The reasons for conflict over the use of land and resources.	/		/	/
• What priorities about the future use of land and resources do different people have? #	The differing values and attitudes of those associated with environmental issues.	/		/	/
• How can planning help to resolve issues about the use of land and resources? #	Planning for an improved quality of environment.	/		/	/
• Can sustainable development be achieved? #	The role of individual citizens, groups and decision makers.	/		/	/

**Mark Scheme 2401/02**  
**January 2007**

**The following apply to all questions**

<b>L1, L2, L3</b>	Placed at the point where the requirements of the level have been reached. Note that this will usually, but not always, be in sequence.
<b>^</b>	Something important missing or more required.
<b>Tick or plus</b>	Creditable material. These do not have to equate with number of marks.
<b>(        )</b>	Brackets around a key statement for credit.
<b>Irrel</b>	For a significant amount of material irrelevant to question, and a squiggle in margin.
<b>Seen</b>	For material on a separate page which has been noted but which has earned no credit.
<b>Rubric</b>	Rubric infringement.

**The following may apply depending on what is asked for in the question**

<b>Res</b>	Good use of resources as evidence
<b>Rej</b>	Rejection
<b>K</b>	Introduction of own knowledge
<b>Adv</b>	Advantage
<b>Dis</b>	Disadvantage
<b>R</b>	Reason
<b>Dev</b>	Development
<b>W</b>	Way
<b>ER</b>	Environmental Reason
<b>PR</b>	People Reason

**Quality of Language**

**This must be taken into account where an answer requires a piece of extended writing although quality of language statements are not included within the levels statements.**

**Higher Tier**

**Level 3**

**Accurate use of written communication with appropriate use of geographical terms.**

**Level 2**

**Accurate use of written communication with some use of specialist terms.**

**Level 1**

**Adequate written communication.**

**Section 1: The Background****1 Use Resource 1**

Describe and briefly explain TWO reasons why people today are moving around more than in the past. **[6]**

Level 1 (3 marks)  
One reason given.

**Level 2 (4-5 marks)**

Give a second reason (4 marks) or develops the first reason using resource (4 marks).  
Gives two reasons and develops one of them using the resource (5 marks).

**Level 3 (6 marks)**

Gives two reasons and fully develops both of them.

**Indicative Content**

- Accept any two push or pull factors.
- Push factors could include persecution, war, famine, disaster, asylum seeking, refugees, economic migration, etc.
- Pull factors could include media, advertising, perception of better life, tourism, commuting, increasing wealth, etc.
- Much more affordable than in the past

**NOTES**

R – Reason  
Dev – Development

**2 Use Resource 3**

**Give TWO reasons why traffic congestion in the UK is getting worse.**

**[6]**

**Level 1 (3 marks)**

One reason.

**Level 2 (4-5 marks)**

Gives a second reason (4 marks) or develops first reason using resource (4 marks).

Gives two reasons and develops one of them using the resource (5 marks).

**Level 3 (6 marks)**

Gives two reasons and develops both of them.

**Indicative Content**

- Increase in number of cars per household.
- Increase in personal affluence.
- Decline in real cost of car ownership.
- Increase in children going to school in cars.
- No increase in bus passengers due to delays.
- Steady rise in travel by car.
- Impact of terrorism.
- Fears about rail safety.
- More people commuting and over longer distances.
- New road infrastructure.
- Lack of reliable public transport.
- Expensive public transport.

**NOTES**

R – Reason

Dev – Development

**3 Use Resources 4 and 5**

**How is increasing travel having a negative effect on BOTH people and the environment?** [8]

**Level 1 (1-4 marks)**

One reason given for either people or environment (2 marks). One simple reason for both people and environment (4 marks).

**Level 2 (5-7 marks)**

One developed reason for either people or environment.

Develops one reason using resources for both people and environment (6 marks).

Gives three reasons and develops two of them using the resources (7 marks).

**Level 3 (8 marks)**

Gives reasons for people environment and develops all of them.

**Indicative Content**

- Increased air pollution.
- Increased land pollution.
- Increased water pollution.
- Climate change.
- Health issues.
- Increased noise.
- Loss of business.
- Loss of habitats.
- Using up valuable fuel.

**NOTES**

PR – People Reason

ER – Environmental Reason

Dev – Development



**Section 2: The Options****4 Use Resource 6**

**Explain how TWO of the options used by cities around the world could be considered sustainable.** [6]

**Level 1 (3 marks)**

Selects one option and gives a reason.

**Level 2 (4-5 marks)**

Gives a second option with reason or develops first option using resource (4 marks).

Gives two options with reasons and develops one of them using the resource (5 marks).

**Level 3 (6 marks)**

Gives a reason for sustainability of two options with reasons and develops both of them.

**Indicative Content**

- Cycling promotion
- Bus rapid transit
- Congestion charging
- Road and bridge tolls
- Licence plate restrictions
- Pedestrianised sections

**NOTES**

Opt – Option

R – Reason

Dev – Development

**5 Use Resource 7 and/or your own knowledge**

**Select TWO different ways in which the BedZED EcoVillage Development decreases dependency on private cars and explain how EACH way could contribute to sustainable travel.** [6]

**Level 1 (3 marks)**

One way of decreasing dependency on private cars.

**Level 2 (4-5 marks)**

Gives a two ways (4 marks) or develops first way in terms of sustainability. (4 marks).

Gives two ways and develops one of them.(5 marks).

**Level 3 (6 marks)**

Gives two ways and develops both of them in terms of sustainability.

**Indicative Content**

- Private cars using fossil fuels limited.
- Use of mini-buses.
- Legally binding restrictions.
- Residents and businesses pay an annual fee for on-site parking.
- Parking spaces prioritised for disabled.
- Car club.
- Good cycling facilities.
- Good public transport.
- Timetable information widely available.

**NOTES**

W- Way

Dev – Development

**6 Use Resource 8 and/or your own knowledge**

**Choose TWO methods of transport and describe an advantage and a disadvantage of EACH method for the local environment.** [8]

**Level 1 (1-4 marks)**

One advantage or disadvantage given for one method (1 mark). One advantage **and** disadvantage given for one method (2 marks). Three advantages or disadvantages for two methods (3 marks). Two advantages and two disadvantages for two methods (4 marks).

**Level 2 (5-7 marks)**

One method with an advantage or disadvantage developed (5 marks) or develops one advantage or disadvantage using resources for both methods (6 marks).

Develops three advantages or disadvantages using the resources (7 marks).

**Level 3 (8 marks)**

Gives an advantage and disadvantage for each of two methods and develops all of them.

**Indicative Content****Alternatives include:**

- cycling
- eco-cars
- Biofuel
- trams
- rapid bus transit.

**Advantages may include:**

- cleaner air
- less congestion
- healthier
- less business time lost
- less land/habitats lost
- more productive use of land.

**Disadvantages may include:**

- high cost of new transport
- Trams using electricity
- New stations can harm environment
- high initial investment.

**NOTES**

M – Method

Adv – Advantage

Dis – Disadvantage

Dev – Development

**Section 3: The Decision**

- 7 Use Resource 8 and any other resources in the booklet plus your own knowledge.**

**SELTRANS, TGLP and TFL face the tremendous challenge of creating a viable and sustainable transport plan to cater for the needs of the Thames Gateway well into the twenty-first Century.**

**They need to work with existing local authorities, transport pressure groups, business and local communities to make this new development a success. In the most densely populated area of the country, a successful mix of public and private transport ideas must be co-ordinated if the city of London and the 2012 Olympic Games are to succeed.**

**The following options exist;**

**Option One**

Prioritise the construction of an efficient co-ordinated transport system, including Fastrack and Cross Rail, throughout the region.

**Option Two**

Encourage local businesses and communities to take the initiative and set up 'soft options' such as car sharing, cycling and teleworking.

**Option Three**

Extend the current use of congestion charging and toll roads to cover a larger proportion of the area and give 'eco-friendly' vehicles exemption from the charge.

**Option Four**

Make maximum use of the River Thames for the transporting of freight and for commuting.

**Tasks**

- a) Select ONE option and give reasons for your choice being the most sustainable proposal.**
- b) Describe a disadvantage of your chosen option.**
- c) State your reasons for rejecting the other three options.**
- d) For any TWO of the options that you have rejected, give a possible advantage of each one. [20]**

**Level 1 (4 marks)**

Selects an option and gives a reason for choice (2 marks) and develops the reason (4 marks).

**Level 2 (8 marks)**

Gives an additional reason for choice (6 marks) and develops this reason (8 marks).

**Level 3 (12 marks)**

Adds a disadvantage of selected option (10 marks)

Gives a reason for rejecting one of the other options (12 marks).

**Level 4 (16 marks)**

Gives reasons for rejecting the remaining two options.

**Level 5 (20 marks)**

Gives an advantage for two rejected options.

**NOTES**

Opt – Option

R – Reason

Rej – Rejection

Dis – Disadvantage

Adv - Advantage

**Model Answer:**

Candidate chooses Option 1 and gives reasons of efficiency, sustainability, linkages and cost to the customer for selecting this option (Level 1). States the disadvantages of the initial high development cost in setting up the system (Level 2). Rejects option 2 on the grounds of unlikely public participation, rejects option 3 on the grounds of unpopularity with commuters and local residents, and rejects option 4 on the grounds of inflexibility (Level 4). Gives an advantage of option 2 of lower overall cost and of option 3 of reducing pollution and encouraging cleaner vehicles.

**Entry Level Certificate  
2421 2422 (Specification Code 3988)  
January 2007 Assessment Series**

**Unit Threshold Marks**

<b>Unit</b>		<b>Maximum Mark</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>U</b>
<b>2421</b>	Raw	160	108	60	16	0
	UMS	80	64	48	32	0
<b>2422</b>	Raw	30	18	10	5	0
	UMS	60	48	36	24	0

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication

**General Certificate of Secondary Education  
2401 2404 (Specification Code1988)  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
<b>2401 F</b>	Raw	60	n/a	n/a	n/a	47	39	32	25	18	0
	UMS	83	n/a	n/a	n/a	72	60	48	36	24	0
<b>2401 H</b>	Raw	60	51	45	39	33	27	24	n/a	n/a	n/a
	UMS	120	108	96	84	72	60	48	n/a	n/a	n/a
<b>2404</b>	Raw	40	35	31	27	24	19	15	11	7	0
	UMS	80	72	64	56	48	40	32	24	16	0

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

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