

Geography C

General Certificate of Secondary Education 1988

Mark Schemes for the Units

June 2007

1988/3988/MS/R/07

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GCSE Geography C (1988)

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**Mark Scheme 2401/01
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

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Section 1: The Background

1 Use **Resource 1**.

(a) State **one** way in which Antarctica acts as a water store.

Any mention of ice or fresh water **1 mark**

1 mark for basic statement

[1]

(b) Give **two** reasons why Antarctica has been described as ‘an awful place’.

Reasons could include:

Remote/ 1000kms from nearest continent
Inhospitable terrain/climate
Almost entirely buried under ice and snow
20 kms sea ice around it
Dry as the Sahara
Very low temps (-89.2 degrees) / Cold
Like a freezer
Windy (implies strong)
No habitation/ settlement

[2]

(c) Describe **two** ways in which Antarctica affects the world’s weather.

Ways: **Reflects the heat from the sun back from the atmosphere**
 Ties up large amounts of fresh water
 Acts as giant freezer
 Valid reference to heat transfer affecting climate/ sea temperatures

Level 1 2 marks for identifying one way

Level 2 Additional mark for further way

[3]

[Total: 6 marks]

2 Use **Resources 2, 3, 4 and 5**.

- (a) Give **two** reasons for the temperature differences shown in **Resource 4** between Amundsen-Scott (South Pole) and Rothera.

Reasons include: **Latitude**
Altitude
Distance from sea

Any 2 reasons 1 mark each

[2]

- (b) Suggest **one** reason for the decrease in size of the hole in the ozone layer.

International agreements to ban CFCs (2)

People using less/no aerosols (2)

[2]

- (c) State **one** piece of evidence to suggest that Antarctica is getting warmer.

Peninsula temps increase (1) by 2.5 degrees C (2)

Disintegration of small ice shelves (1) development of reason (2)

Scientific changes in ice structure (1) development of reason (2)

Allow “scientific research” as evidence (1)

Sea levels rising (1)

Do **not** accept “global warming” as evidence.

[2]

[Total: 6 marks]

3 Use **Resources 5 and 6** and your own knowledge.

(a) Describe **two** ways in which Antarctica's wildlife may be 'at risk'.

Pollution from vessels/tourist waste/mining activities

Damage to moss beds

Disturbing penguins

Whaling activities

Overfishing

Loss of / damage to habitat

Minor changes in climate could have major effects on fragile ecosystem

Increased global pollution/global warming

2 marks for any relevant 2 points

[2]

(b) Why is it important that Antarctica's wildlife is managed sustainably?

World's largest wildlife sanctuary

Rare breeds of birds, penguins, seals

Unique ecosystem

Stability of whole marine ecosystem

Maintain biodiversity

Preserved for future generations

Unknown consequences for planet of disruption

Level 1 1 basic reason **(2)**

Level 2 2 basic reasons or 1 developed reason **(3)**

2 basic reasons/plus 1 developed **(4)**

1 basic reason with 2 developments **(4)**

3 basic reasons **(4)**

Level 3 Clear evidence of understanding sustainability in relation to Antarctica's wildlife (2 additional marks) **(6)**

[6]

[Total: 8 marks]

SECTION 2: THE OPTIONS**4 Use Resources 7 and 8.**

The Antarctic Treaty System (ATS) is an international agreement set up to control development in Antarctica.

- (a) Choose one statement from Resource 8 that supports the ATS.
Give reasons for your choice

Candidates to choose appropriate letter from resource.

Statements could include:

One of the few 20th century agreements to have been successful

Maintained the spirit of peaceful cooperation

Limited environmental damage

Permitted science to flourish

Brought together conflicting groups

No armed conflict since it came into operation

Reasons will depend on choice made. Must demonstrate some understanding of statement. [4]

- (b) Not everyone thinks it is a fair system.

Choose one statement from Resource 8 that is against the ATS.
Give reasons for your choice.

Candidates to choose appropriate letter from resource.

Statements could include:

'Rich man's club'

Poor science just disguising territorial claims

Should be a world park run by UN

No benefits to poorer countries

Succeeded due to fear

Government by consensus achieves least

Focused only on easily resolvable issues

Level 1 Appropriate choice (1) and a simple statement, which can be lifted from the comment in the resource (1)

Level 2 Some development (3)
Clear demonstration of understanding viewpoint (4)

Note: Read the whole answer first and if understanding of the viewpoint is clear, go straight to level 2. [4]

[Total: 8 marks]

Use **Resource 9**.

Antarctica may contain many important minerals.

- (a) Give **one** reason why mining permission may be granted in the future.

Shortage of fossil fuels
High price of fossil fuels
Accessibility improved due to melting ice sheets
A large economically unproductive area of earth
Creates employment opportunities
Improve global living standards

2 points for a relevant reason

[2]

- (b) Explain why this would **not** be a sustainable option for Antarctica.

Level 1 Demonstrates understanding that it is bad for one aspect of the environment (2 marks)

Loss of habitat

Loss of species

Extreme weather disrupt operations

Pollution from boats/machinery/people waste/increased transport

Level 2 Demonstrates why mining would not be a sustainable option (4 marks)

E.g. Disruption of fragile/unique environment/ecosystem,

Increase global warming/climate change,

Impact on oceanic circulation systems,

Change things for ever / never be the same

[4]

[Total: 6 marks]

6 Use Resources 10 and 11.

Consider this option.

An Argentinean cruise company proposes to set up a summer resort and build a hotel in Antarctica.

(a) Give one reason in favour of this development.

Demand for new tourist destinations

Create economically productive environment

Could be strict regulations/numbers and activities to limit damage

Likely only to appeal to a niche market

Can be used to educate about the importance of the environment

Create jobs and wealth

[3]

(b) Give one reason against this development.

Degrade environment

Disturb wildlife/breeding season

Jeopardise scientific research

Increase pollution levels (type to be specified)

Dangerous environment/health and safety risks

Use a lot of resources to maintain secure, comfortable environment

[3]

Mark both parts the same.

Level 1 1 basic reason 2 marks

Level 2 Development 3 marks

[Total: 6 marks]

SECTION 3: THE DECISION

- 7 Use all of the Resources in the booklet, but with particular reference to **Resources 12 and 13**.

Should development be allowed in Antarctica in the future?

Option 1: No development of any sort should be allowed. Antarctica should be conserved as a wilderness area.

Option 2: To allow small scale sustainable development on the Antarctic peninsula such as ecotourism.

Option 3: To permit the large scale development of tourism, fishing and mining to provide resources for the world.

- (a) Choose the option you think is best.

My chosen option number is _____

Level 1 1 basic reason for choice 4 marks

Level 2 Further clear reason 6 marks

Further clear reason or fuller development of an existing reason 8 marks

[8]

- (b) Identify any disadvantages of the option in (a)

Level 1 Identifies 1 disadvantage 3 marks

Level 2 Identifies second disadvantage or further development of initial development 4 marks

[4]

- (c) Give reasons why you did not choose the other two options.

Level 1 1 reason against 1 option 3 marks

Level 2 2 reasons/development of initial reason 4 marks
Apply to both options 4 x 2

[8]

[Total: 20 marks]

ASSESSMENT GRID DECISION MAKING EXERCISE FOUNDATION JANUARY 2007

	AO1 10	AO2 10	AO3 20	AO4 20	TOTAL 60
Q1	1	1	2	2	6
Q2	1	1	2	2	6
Q3	1	1	3	3	8
Q4	1	1	3	3	8
Q5	1	1	2	2	6
Q6	1	1	3	3	8
Q7	4	4	6	6	20

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June 2007**

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The following apply to all questions

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

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

Res	Good use of resources as evidence
Rej	Rejection
K	Introduction of own knowledge
Adv	Advantage
Dis	Disadvantage
R	Reason
Dev	Development
F	For the option
Ag	Against the option
T	Threat
S	Sustainable

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 **Resources 1, 2 and 3**.

Give **two** reasons why Antarctica has been described as 'an awful place'. **[6]**

Level 1 (1-3 marks)

One simple reason given.

Level 2 (4-5 marks)

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

Level 3 (6 marks)

Gives two reasons and fully develops both of them.

Indicative Content

- Remote and inhospitable
- Almost entirely buried by snow and ice
- 20 million square kilometres of sea ice surrounding it
- As dry as the Sahara Desert
- Very low temperatures
- Very strong winds.

NOTES

R Reason

Dev Development

2 Use Resources 2 and 4.

Describe and briefly explain **two** ways in which the climate varies within Antarctica. **[6]**

Level 1 (1-3 marks)

One simple way given.

Level 2 (4-6 marks)

Gives a second way (4 marks) or develops first way using resources (4 marks).

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

Level 3 (6 marks)

Gives two ways and explains both of them.

Indicative Content

- Coastal areas slightly warmer
- Interior more extreme in temperature and winds
- Effect of altitude
- Influence of the Southern Ocean
- Seasonal variations in sea ice cover
- Coastal areas windier
- Refers to places

NOTES

W Way

Dev Development

3 Use **Resources 5 and 6** and/or your own knowledge.

(a) Explain why Antarctica's wildlife could be considered to be under threat.

(b) Why is it important that Antarctica's wildlife is managed sustainably?

[8]

Level 1 (1-4 marks)

One simple point in (i) and (ii). Simple point in one section only is 2 marks.

Level 2 (5-7 marks)

Three points made in total – one developed (5 marks), two developed (6 marks), three developed (7 marks). Must be two in one section and one in the other.

Level 3 (8 marks)

Two developed points in each of (i) and (ii).

Indicative Content

Question (i)

- Wildlife under threat from climate change
- Increased global pollution levels
- Overfishing
- Increased tourism levels
- Rubbish and waste from visiting ships
- Mineral extraction could alter the fragile ecosystem
- Ozone layer

Question (ii)

- World's largest wildlife sanctuary
- Rare breeds of penguin, bird and seal
- Unique ecosystem
- Stability of marine environment
- Tourism attraction
- Wildlife extinct unless managed

NOTES

T Threat
Dev Development
S Sustainable

Section 2: The Options**4 Use Resources 7 and 8.**

Give **two** reasons why the maintenance of the Antarctic Treaty is vital in stopping future damage to the continent.

[6]**Level 1 (1-3 marks)**

One simple reason given.

Level 2 (4-5 marks)

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

Level 3 (6 marks)

Gives two reasons and fully develops both of them.

Indicative Content

- Establishes a region of peace and science
- No nuclear activity allowed
- No nation can act independently – no territorial claims
- No military activity allowed
- Prevents any new damaging activity being set up
- Treaty limits environmental damage
- Protect the environment/preserve ecosystems

NOTES

R Reason
Dev Development

5 Use Resources 9, 10 and 11.

Explain **two** reasons why some people feel that there should be greater exploitation of Antarctica.

[6]**Level 1 (1-3 marks)**

One simple reason given.

Level 2 (4-5 marks)

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

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

Level 3 (6 marks)

Gives two reasons and fully develops both of them.

Indicative Content

- To educate people about environmental protection
- World is running short of some resources
- A large wasted area
- Exploitation could be cheaper in the future
- More people wishing to visit the area
- Could create employment opportunities
- Improve standards of living
- Improve energy supplies

NOTES

R Reason

Dev Development

6 Use Resources 9, 10 and 11.

Consider the following two options and give a reason for and against each proposal:

- (a) A Chilean mineral company wishes to mine copper and uranium below the ice. They would transport it by train to the coast.
- (b) An Argentinean cruise company wishes to set up a summer resort in Antarctica by building a hotel and convention centre for tourists. **[8]**

Level 1 (1-4 marks)

One simple reason for and against each proposal. Only one simple reason for and against in (a) or (b) (2 marks).

Level 2 (5-7 marks)

Up to three developed reasons. One developed reason (5 marks), two developed reasons (6 marks), three developed reasons (7 marks).

Level 3 (8 marks)

One developed reason for and against each proposal.

Indicative Content

- (i) The Chilean mineral company could increase wealth and living standards in Chile, help solve mineral shortages and create employment. The proposal could damage the ecosystem, increase pollution, disturb habitats and be a dangerous enterprise.
- (ii) The Argentinean cruise company could increase knowledge of the area, help people to respect the environment and wildlife, create jobs, increase wealth in Argentina. Such tourism could degrade the environment, disturb wildlife in the breeding season, jeopardise scientific research and increase levels of pollution.

NOTES

F For
Ag Against
Dev Development

Section 3: The Decision

- 7 Use all the Resources in the booklet, but with special reference to **Resources 12 and 13**.

Should development be allowed in the future in Antarctica?

People have very different views on the future exploitation of Antarctica. The resources available and the advantages to countries or TNCs have to be weighed up against the environmental effects, pollution threats, dangers and international disputes.

You should consider the following four options for the future of Antarctica.

Option One

There should be no economic development at all.

Option Two

There should be limited sustainable development on the Antarctic Peninsula only.

Option Three

Limited sustainable development should be allowed anywhere in Antarctica but with strict controls.

Option Four

There should be unlimited development throughout Antarctica to exploit its valuable resources.

Tasks

- (a) Choose **one** option and give reasons for your choice.
- (b) Give reasons why you rejected the other **three** options.
- (c) Your chosen option may not be perfect. Give a disadvantage of your chosen option.
- (d) The options you rejected may have some good points. For **each** of your rejected options give **one** advantage. **[20]**

Level 1 (1-3 marks)

One clear reason for your choice.

Level 2 (4-6 marks)

Adds a second clear reason for choice of option.

Level 3 (7-10 marks)

Gives reason for rejecting two of the other options. If only one rejected, 8 marks maximum.

Level 4 (11-14 marks)

Rejects third option (14 marks) and gives a disadvantage of chosen option.

Level 5 (15-20 marks)

Gives advantages of all three rejected options. If only advantage of one option given, 16 marks maximum.

Model Answer

Candidate selects Option One and gives a reason relating to the fragile ecosystem (3 marks). Adds a second reason relating to important scientific research (6 marks). Rejects Option Two because of environmental damage and Option Four because of possible international conflicts (10 marks). Rejects Option Three due to doubts over the long-term sustainability of some possible projects, but recognises that we are running short of some materials that Antarctica could provide (14 marks). Assesses that Option Two could work if tight controls were introduced and that Option Three could have advantages such as tourist wealth if properly controlled. Recognises that shortages of resources worldwide could be solved by developing Antarctica's wealth. (20 marks)

NOTES

R Reason
Rej Rejection
Dis Disadvantage
Adv Advantage

**Mark Scheme 2402
June 2007**

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All queries on standardisation procedures should be made to your team leader or your team leader is not available to the Principal Examiner.

Team Leader: _____

Principal Examiner: _____

All questions have a similar structure to ensure their comparability and to facilitate a common approach to marking. Parts (a) and (b) are for two marks and require short answers and are point marked. One point will usually gain one mark. Parts (c) and (d) require at least two or three sentences and are for six marks. They are to be marked using levels descriptions with clear conceptual differences between levels. Level One is usually achieved by giving one basic point; Level Two by extending or adding to this and Level Three by developing a full answer to the question. Part (e) is for nine marks and provides opportunities for extended writing. Usually Level One is achieved by a short description or explanation, Level Two by extending this and Level Three by developing a full answer, which meets all the requirements of the question.

In parts (c), (d) and (e) progression through the levels may be represented by increase in depth, breadth, level of abstraction, the use of geographical vocabulary, use of evidence from the resources, or by a combination of these criteria. Questions designed to assess understanding may require increasing depth of understanding. Questions designed to assess knowledge will require an increasing range and detail of knowledge.

In this specification Centres are free to choose the places candidates study. Questions may generate responses that are unexpected. Examiners should be prepared to credit such answers. Short answers, which demonstrate insight and a good conceptual understanding through the use of correct geographical vocabulary or reference to a relevant concept, idea or generalisation, should gain full marks. If an answer meets the requirement of a level it should be awarded full marks for that level. Intermediate marks should be awarded for an answer that exceeds the requirements of a lower level but does not quite meet those for the higher one.

Quality of Language

Foundation Tier

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.

Level 3

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

Level 2

Adequate written communication.

Level 1

Written communication is in the form of everyday spoken language.

Annotation of Scripts by Examiners

This is to help you, your team leader and schools who request to see scripts.

- 1 Place a **tick** to indicate in sections (a) and (b) where the marks are given.
- 2 Add **L1, L2, L3** placed at the point in the script where achieved for (c) (d) and (e)
Note that this will usually, but not always, be in sequence.
- 3 Add **L1---**, **L1--**, **L1-**, **L2--**, **L2-**, **L3-**, to indicate where an answer satisfies part of the level requirement but not all of it. This level annotation should match the sub-mark given in the margin.
- 4 Place **(Brackets)** around key statements for credit.
- 5 Add **'^'** to indicate something important is missing or required for the full level.
- 6 Write **'seen'** for material written on pages at end of answer booklet which has been read, but for which no credit was given.
- 7 Write **'irrel'** for a significant amount of material which does not answer the question and add a **vertical line** against it in the margin
- 8 Use the following abbreviations to indicate where **L2** or **L3** marks have been achieved:

Det = relevant detail

Dev = for development of answer

Place = for relevant place detail

You may add other notes to clarify your marking decisions for your team leader

Reminders

- 1 You must mark in **red pen** (team leaders check in green)
- 2 Each answer **MUST** have five sub-marks and one ringed total in the right hand margin
- 3 Each response must have an indication that you have read it.
- 4 Written comments can be useful to yourself and team leaders in the early stages of marking, but refrain from making any derogatory comments as scripts are accessible to schools.
- 5 Do not cross anything out. Positive marking is all we are concerned with.
- 6 Written communication is assessed as part of the levels marking.

Question A1

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

- (a) (i) Name the large reservoir shown in Fig 1.

1 mark for Ladybower

- (ii) Give the number of the A road which crosses the bridge labelled X in Fig. 1.

1 mark for A57

[2]

- (b) (i) What is the main land use along the southern and western sides of the reservoirs?

1 mark for coniferous wood

accept wood, woodland, forest, trees, plantation
(accept pasture, grazing, farmland)

- (ii) In which direction was the camera pointing when the photograph in Fig. 1 was taken?

Underline the correct answer?

1 mark for north west

[2]

- (c) Choose one economic activity shown on the Ordnance Survey map extract (such as farming or forestry or quarrying or tourism or water supply). Suggest two reasons to explain the location of your chosen economic activity.

L1: Gives one valid feature

(1-3)

L2: Gives second reason and explains one with detail

(4-5)

L3: Explains two reasons with detail

(6)

Content Guide:

Credit general ideas of employment for locals, few alternative sources of employment
Farming-traditional activity, better soils/milder climate in valleys, hill farms for sheep.

Forestry-conifers grow well on poorer soils/harsher climate, urban markets for timber

Quarrying-source of useful rock (limestone), transport routes to urban markets, supplies cement works in grid square 1682

Tourism-attractive scenery/outdoor activities attract tourists who need places to stay, caravan/camp sites-evidence of diversification by farmers

Water Supply-high rainfall, valleys to dam, impervious rock, nearby urban areas need water

- (d) Find Derwent Moors in grid square 2088. Find Carr Bottom in grid square 2083. How will the microclimate at Derwent Moors be different to the microclimate at Carr Bottom? Explain two differences.

L1: Gives one valid difference

(1-3)

L2: Gives second difference and explains one with detail

(4-5)

L3: Explains two differences with detail

(6)

Content Guide:

Derwent Moors will be colder, more windy and have higher precipitation due to higher altitude, being less sheltered/more exposed to westerly winds

Credit map evidence if relevant to explanation

egg Derwent Moors = 420-487 metres above sea level, Carr Bottom = 187 metres

Carr Bottom sheltered by Win Hill

Must explain two separate differences for access to full marks

(e) **CASE STUDY: Choose a natural landscape in the EU where human activities have affected physical processes; such as weathering, erosion, transport and deposition.**

- (i) **Give the name and location of your chosen natural landscape.**
- (ii) **Describe the landforms which make up your chosen natural landscape. Give place detail in your answer.**
- (iii) **Explain how human activities have affected processes, such as weathering, erosion, transport and deposition, in your chosen landscape. Give place detail in your answer.**

- L1:** Gives name and location of a valid EU natural landscape **and** gives a basic description of landforms **or** a basic idea about how human activities affect processes (1-4)
- L2:** Gives name and location of valid EU natural landscape **and** gives a basic description of landforms **and** a basic idea about how human activities affect processes **with** some place detail/development in (ii) **or** (iii) (5-7)
- L3:** Gives name and location of valid EU natural landscape **and** gives a basic description of landforms **and** a basic idea about how human activities affect processes **with** some place detail/development in (ii) **and** (iii) (8-9)

Content Guide:

Natural landscape could be a named example or a landscape type

egg Ingleborough or limestone upland

Landforms can be named examples or types of landform

egg Boggart's Roaring Hole or swallow hole

credit references to size/shape of landforms for development

Human activities affecting processes could include

Erosion of landscape by tourists

Increased chemical weathering due to acid rain

Impact of coastal management schemes on rates of erosion and deposition

Impact of water abstraction/channel modification on river erosion/deposition

Impact of global warming on rates of glacial erosion/deposition

No credit for references to physical processes only, must relate to human activities

Full marks available for labelled/annotated sketch(es)

If non EU place given or no identifiable landscape but valid points in (ii) **and** (iii) **or** detail in either = Maximum L1 = 4 marks

If non EU place given or no identifiable landscape with valid points only in (ii) **or** (iii) =

Maximum 1 or 2 marks

If only mentions valid landscape/EU location = 1 or 2 marks

If incorrect landscape for EU location or visa versa = Maximum L1 marks

Maximum 8 marks if location not given or inaccurate

Maximum L2 (5 Marks) if list of relevant landforms without description for (ii).

Question A2

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

- (a) (i) Which country had the highest Adult Literacy Rate?

1 mark for Zimbabwe

- (ii) Which country had the lowest GDP per capita?

1 mark for Mozambique

[2]

- (b) Name the two countries with the highest Life Expectancy.

1 mark for South Africa

1 mark for Namibia

[2]

- (c) (i) Choose two of the measures of development shown in Fig. 2.
Explain how each measure can show a country's level of development.

L1: Gives brief explanation of **one** measure (1-3)

L2: Gives brief explanation of two measures **and** explains one with detail (4-5)

L3: Explains **both** measures with detail (6)

Content Guide:

Explanations could include aspect of development measured and how score shows development

Life Expectancy - average age an adult can be expected to live, high score indicates good quality of life/health care.

Adult Literacy Rate - % adults who can read and write, high score indicates access to education/schools

GDP per capita - average wealth per person, high score indicates richer people/strong economy

Or vice versa to explain how low scores show lack of or low levels of development

- (d) Study Fig. 3 a cartoon showing problems associated with aid to LEDCs.
Explain two problems with aid to LEDCs.

L1: Gives **one** valid problem (1-3)

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

L3: Explains **two** problems with detail (6)

Content Guide:

Problems could include

LEDC having to pay back loan with interest, buy goods from donor country, spend money on specific projects, support donor country in other ways

All restrict flexibility for receiving country and/or increase dependency on donor country

Could lead to transfer of wealth from LEDC to donor country greater than aid given

No credit for text copied from the cartoon without valid explanation

Full credit for own ideas e.g. aid may not reach intended recipients, problems with corruption, dependency on aid

- (e) **CASE STUDY: Choose a development project in an LEDC which affected the people's quality of life.**
- (i) **Name the LEDC**
- (ii) **Describe the main features of the development project in your chosen LEDC. Give place detail in your answer.**
- (iii) **Explain how the development project affected the quality of life for people in the LEDC. Give place detail in your answer.**

L1: Names a valid LEDC **and** describes one feature of a development project **or** gives a basic idea about how the quality of life was affected (1-4)

L2: Names a valid LEDC **and** describes one feature of a development project **and** gives a basic idea about how the quality of life was affected **with** some place detail/development in (ii) **or** (iii) (5-7)

L3: Names a valid LEDC **and** describes one feature of a development project **and** gives a basic idea about how the quality of life was affected **with** some place detail/development in (ii) **and** (iii) (8-9)

Content Guide

Development project can be based on aid, investment, Government scheme.

Development project features could include

Changes in farming methods/outputs, provision of health/education/family planning services, provision of clean water supply, new housing, changes in transport infrastructure, energy production, industrial development/job creation, access to ICT opportunities

No credit for references to charity/fund raising activities in MEDCs

References to effects on people's quality of life can be positive and/or negative

improved food supply, health, education, job prospects, more opportunities for women better standard of living egg electricity, higher wages, better living conditions may not all have access to benefits egg costs displacement of people egg HEP dams may divide local communities rich benefit more than poor, young may leave due to raised aspirations; may encourage dependency could cause pollution - affect health of local people

If MEDC/EU or no named LEDC given but valid points in (ii) **and** (iii) **or** detail in either = Maximum L 1 = 4 marks

If MEDC/EU or no named LEDC given with valid points only in (ii) **or** (iii) = 1 or 2 marks

If no named LEDC but credible LEDC place/project given = Maximum L2 = 6 marks

Accept Eastern Europe and former Soviet Republics as LEDCs up to Maximum L2

If no clear development project but valid ideas about impact of development on quality of life in LEDCs = maximum L2 minus = 5 marks

If only names LEDC/LEDC place/LEDC project = 1 mark

Question A3

This question is about More Economically Developed Countries (MEDCs).

Study Fig. 4 in the Resource Booklet Insert.

- (a) (i) Which named urban area is furthest North?

1 mark for Seattle

- (ii) Which named urban area is furthest West?

1 mark for San Francisco

[2]

- (b) Name two of the fastest growing urban area.

1 mark for any two from the following:

Atlanta, Austin, Boise, Fayetteville, Fort Collins, Laredo, Las Vegas, McAllen, Myrtle Beach, Naples, Provo, Phoenix, Raleigh, Wilmington, Yuma.

[2]

- (c) Give two reasons to explain why most development was located around the edges of the urban areas.

L1: Gives **one** valid reason

(1-3)

L2: Gives second reason **and** explains one with detail

(4-5)

L3: Explains **two** reasons with detail

(6)

Content Guide:

Land around edges of urban areas is cheaper

More space for development

Families want larger houses with gardens

Movement of business/retail - edge cities-lower costs/access to workers/consumers

Better living environment - less noise, congestion, pollution, crime

- (d) Hurricanes (tropical storms) cause death and destruction in urban areas along the South coast of the USA.

Suggest two reasons to explain why people continue to live in these places.

L1: Gives **one** valid reason

(1-3)

L2: Gives second reason **and** explains one with detail

(4-5)

L3: Explains **two** reasons with detail

(6)

Content Guide:

Help/support from government/authorities to rebuild lives egg new housing

Have always lived there, friends/family, part of a community

Have businesses or employment there

Cannot afford to relocate and live elsewhere

Perception that severe hurricanes will not happen (again)

Confidence in government/authorities to protect lives and property in future

(e) **CASE STUDY: Choose a natural hazard in an MEDC (not the European Union) which was affected by human activities.**

- (i) **State the type of natural hazard and name the MEDC.**
- (ii) **Describe how the natural hazard affected people and property in the MEDC. Give place detail in your answer.**
- (iii) **Explain how the natural hazard was affected by human activities. Give place detail in your answer.**

- L1:** States valid natural hazard **and** names a valid MEDC **and** describes one effect on people/property **or** explains on effect of human activities (1-4)
- L2:** States valid natural hazard **and** names a valid MEDC **and** describes one effect on people/property **and** explains one effect of human activities **with** some place detail/development in (ii) **or** (iii) (5-7)
- L3:** States valid natural hazard **and** names a valid MEDC **and** describes one effect on people/property **and** explains one effect of human activities **with** some place detail/development in (ii) **and** (iii) (8-9)

Content Guide:

Specific natural hazard event not needed, credit valid type

Effects on people/property could include people killed, injured, made homeless, buildings destroyed, transport/infrastructure destroyed, disruption of industry/business/services

For development accept credible data and/or named MEDC places affected

Human activities could refer to causes or impact of hazard or relief/recovery after hazard.

*Could explain how impact of hazard was made worse by human activities e.g. Building/development in hazardous areas e.g. floodplains, plate margins
Deforestation in catchment areas
Arson/accidents for forest fires*

Lack of investment in monitoring, protection measures, emergency services Poor preparation of emergency services/lack of emergency planning

Or vice versa for reducing impact of hazard

If LEDC/EU or no named MEDC given but valid points in (ii) **and** (iii) **or** detail in either = Maximum L 1 = 4 marks

If LEDC/EU or no named MEDC given with valid points only in (ii) **or** (iii) = 1 or 2 marks

Accept Asian NICs as MEDCs up to Maximum L2

If no named MEDC but credible MEDC place given = Maximum L2 = 6 marks

If only names MEDC and/or hazard = 1 or 2 marks

Question B4

This question is about Physical Systems and Environments.

Study Fig. 5 a report about pollution from passenger jet flights.

- (a) (i) Which flight produced the highest amount of greenhouse gases?

1 mark for Sydney

- (ii) Which flight produced the lowest amount of greenhouse gases?

1 mark for Paris

[2]

- (b) Study Fig. 6 a cartoon about global warming.

Other than passenger jet flights, state two other sources of greenhouse gases.

1 mark for each valid source, power stations/factories, cars, cattle, fires

[2]

- (c) Draw a labelled diagram to show how the build up of greenhouse gases could be causing global warming (the 'greenhouse effect').

L1: Shows understanding by drawing or labelling **one** relevant idea (1-3)

L2: Shows **two** relevant ideas **or** one idea developed **with** labels or detail in sketch (4-5)

L3: As per Level 2 **with** relevant labels for both ideas **or** other relevant details (6)

Content Guide:

Shows heat/radiation trapped by greenhouse gases (ghg)

Sun's heat/radiation passing through ghg

Credit names of ghg such as Carbon Dioxide as relevant development

No credit for showing ghg sources

- (d) Study Fig. 7 a map showing possible consequences of global warming for Great Britain.

Explain one possible good point and one possible bad point for the people of Great Britain.

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

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

L3: Explains **both** good and bad points (6)

Content Guide:

*Possible good points must be related to impact on people and could include:
longer growing season/new crop types/higher yields - increased revenues for farmers
warmer summers-good for holiday makers and UK. tourist industry egg hotel owners*

*Possible bad points could include:
more diseases/loss of farmland - lost revenues for farmers/increase in food prices less snow for skiing - lost revenue for Scottish skiing industry increased coastal erosion-loss of property, rising costs of protection/insurance*

*No double credit for text copied from fig. 7 without valid explanation
credit own knowledge for development of explanation egg spread of malaria from South*

(e) CASE STUDY: Choose a climate type you have studied.

- (i) Give the name of your chosen climate type.**
- (ii) Describe, with detail, two features of your chosen climate type.**
- (iii) Explain, with detail, the reasons for these two features.**

L1:	Gives names of a valid climate type <u>and</u> briefly describes one relevant feature	(1-4)
L2:	Gives name of a climate type <u>and</u> briefly describes one relevant feature <u>and</u> gives a reason to explain the feature <u>with</u> some detail/development in (ii) <u>or</u> (iii)	(5-7)
L3:	Gives name of a valid climate type <u>and</u> briefly describes one relevant feature <u>and</u> gives a reason to explain the feature <u>with</u> some detail/development in (ii) <u>and</u> (iii)	(8-9)

Content Guide:

Climate type could be a named place, country, region or type egg hot desert

Features could include references to temperatures, precipitation, seasonal variations in weather conditions egg wet/dry season

accept credible data as development of description

Reasons should be linked to described features and could include references to latitude, altitude, relief, land and sea, ocean currents

If no clear climate type given but valid ideas about factors which influence climate in (iii) = Maximum Level 2 - - = 5 marks

If only gives a valid climate type = 1 mark

No credit for types of weather, weather systems or examples of climate change.

Question B5

This question is about Natural Hazards and People.

Study Fig. 8 a report about starvation in West Africa by the aid charity Oxfam.

- (a) Name two of the countries affected by starvation.

1 mark per country from Mauritania, Niger, Mali

[2]

- (b) Briefly state two causes of the starvation.

1 mark per valid cause mentioned in report Fig. 8
locust plague, drought, lack of food production

[2]

- (c) Study Fig. 9 a map showing the effects of the 2005 drought in Spain.
Explain two effects of the drought on people in Spain.

L1: Gives one valid effect

(1-3)

L2: Gives second effect and explains one with detail

(4-5)

L3: Explains two effects with detail

(6)

Content Guide:

Water shortages for public use e.g. water fountains, public showers

Recreational activities affected e.g. golf and swimming

Possible water shortages/rationing for domestic uses

Credit effects on tourists/tourist economy

Credit valid effects not shown in fig. 9

- (d) Explain two ways in which the effects of drought would be worse for people who live in LEDCs.

L1: Gives one valid way

(1-3)

L2: Gives second way and explains one with detail

(4-5)

L3: Explains two ways with detail

(6)

Content Guide:

Water shortages for crops for food supply could lead to hunger and famine

Increased soil erosion/desertification can exacerbate food shortages

Dehydration and health related problems

Use of contaminated water sources and spread of disease

Refugee problems as people migrate in search of food and water

(e) **CASE STUDY: Choose one of the following types of natural hazard: earthquakes or drought or floods or tropical storms or volcanoes.**

- (i) **State the type of natural hazard.**
- (ii) **Describe, with detail, two features of the global distribution of the natural hazard.**
- (iii) **Explain, with detail, the reasons for this global distribution.**

L1: States a valid type of natural hazard **and**
briefly describes one feature of global distribution (1-4)

L2: States a valid type of natural hazard **and**
briefly describes one feature of global distribution **and**
gives a valid reason to explain the feature **with**
some detail/development in (ii) **or** (iii) (5-7)

L3: States a valid type of natural hazard **and**
briefly describes one feature of global distribution **and**
gives a valid reason to explain the feature **with**
some detail/development in (ii) **and** (iii) (8-9)

Content Guide:

Features of global distribution can be general or place specific and could include:

Earthquakes/volcanoes on/near plate margins egg 'Pacific Ring of Fire'

Tropical storms in tropics/ocean areas egg Bay of Bengal

River flooding on floodplains egg Mississippi

Coastal flooding in low lying delta areas egg Bangladesh

Drought in areas of high temperatures/low or unpredictable rainfall egg The Sahel

Accept Tsunamis

Reasons should relate to described features and could include:

Movement of plates for earthquakes and volcanoes

Warm seas/deep water for tropical storms

Volume of water/location at end of river network, flat low lying land for river flooding

Storm surges/low lying land for coastal flooding

Failure of expected/seasonal rains for drought

If focuses on a specific hazard event in a specific location = Maximum Level 1 4 marks for valid explanation of why the hazard occurred at the specific location

If focuses on two specific hazard events in specific locations = Maximum Level 2 7 marks for valid explanation of why the hazard occurred at the specific locations

If only states valid natural hazard = 1 mark

Question C6

This question is about Economic Systems and Development.

Study Fig. 10a photograph showing a busy street in the Indian city of Bangalore.

(a) State two examples of economic activity shown in Fig. 10.

1 mark per relevant example

e.g. shops, computer services, clothing manufacture, taxi services

[2]

Study Fig. 11a map showing the location of international call centres in India.

(b) (i) Which Indian city has the highest number of call centres?

1 mark for Bangalore

[2]

(ii) Which company has the highest number of call centres located in India?

1 mark for Norwich Union

[2]

(c) Give two reasons to explain why these companies decided to locate their international call centres in India.

L1: Gives **one** valid reason

(1-3)

L2: Gives second reason **and** explains one with detail

(4-5)

L3: Explains **two** reasons with detail

(6)

Content Guide:

Reasons could include general references to MEDC companies locating in LEDCs e.g.

Cheaper labour costs compared to MEDC base

Educated workforce

Access to ICT facilities/infrastructure

Expanding internal LEDC market re: increasing affluent middle-class population

(d) For LEDCs, explain one good point and one bad point of investment by multinational/transnational corporations.

L1: Gives a valid good **or** bad point

(1-3)

L2: Gives a valid good **and** bad point **and** explains one with detail

(4-5)

L3: Explains **both** good and bad point

(6)

Content Guide:

Good points for LEDCs could include:

Investment to create jobs/ stimulate other sectors of economy

Multiplier effect e.g. workers spend wages in local shops

Development of skilled labour force/industrial infrastructure

Bad points could include:

Low wage/low skill jobs are created

Profits leave LEDC to be invested elsewhere

Local industry/business undercut/stifled

Mnc/tnc may close/move operations

(e) CASE STUDY: Choose an example of a local scale economic activity. (such as a farm or a factory or a supermarket)

(i) Give the name and location of your chosen economic activity.

(ii) Describe, with detail, the inputs or outputs for your chosen economic activity.

(iii) Explain, with detail, the reasons for the location of your chosen economic activity. [9]

L1: Gives name and location of valid type of economic activity **and** briefly describes relevant inputs/output(s) **or** gives a relevant location factor (1-4)

L2: Gives name and location of valid type of economic activity **and** briefly describes relevant inputs/output(s) **and** gives a relevant location factor **with** some detail/development in (ii) **or** (iii) (5-7)

L3: Gives name and location of valid type of economic activity **and** briefly describes relevant inputs/output(s) **and** gives a relevant location factor **with** some detail/development in (ii) **and** (iii) (8-9)

Content Guide:

Chosen economic activity must make reference to either

Extraction of raw material/resource or crop/livestock production or

Manufacture of components or finished goods or provision of retail or other service

Inputs could include references to:

raw materials/resources, components, energy/power supply, workers

Outputs could include references to:

Raw materials extracted/resources, crops produced, livestock products

Manufactured goods, goods sold or service provided egg insurance

Waste/pollution

Location reasons could include

Location of/use of natural resources

Influence of climate/soil for farming

Transport of raw materials/resources for manufacturing

Access to transport routes for deliveries/customer access

Access to labour/skilled workforce

Access to markets for finished goods/products

Access to power/water supplies/information and communications technology

Threshold populations for services

Site characteristics egg large area of land, room for expansion Influence of government policies egg incentives/grants

For L2/3 development will explain how reason(s) have influenced the location of chosen example

If no clear type of economic activity but valid ideas about inputs/outputs/location reasons = Maximum Level 2 - - = 5 marks

If only gives name and location of type of economic activity = 1 or 2 marks

Maximum 8 marks if location not given or inaccurate

No double credit for inputs **and** outputs, credit the more developed answer

Question C7

This question is about Population and Settlement.

Study Fig. 12a graph showing changes in the over 65 age group % for selected countries.

- (a) (i) What % of the UK's population will be over 65 in the year 2020?

1 mark for 19.1%

- (ii) What % of Australia's population will be over 65 in the year 2020?

1 mark for 15.9%

[2]

- (b) (i) Which country shows the greatest increase in the % of the over 65 age group from 1950 to 2020?

1 mark for Japan

- (ii) State the increase for this country as a %.

1 mark for 21.2%

Accept from 5.7% to 26.9%

[2]

- (c) Give two reasons to explain why some countries have increasing numbers of people living over 65 years.

L1: Gives one valid reason

(1-3)

L2: Gives second reason and explains one with detail

(4-5)

L3: Explains two reasons with details

(6)

Content Guide:

Factors leading to longer life expectation could include:

Improved health care/medicines

Increased awareness of health related issues e.g. smoking, exercise

Improved standards of living e.g. housing, diet

Improved care facilities for the elderly

- (d) Explain two problems for countries with increasing numbers of people living over 65 years.

L1: Gives one valid problem

(1-3)

L2: Gives a second problem and explains one with detail

(4-5)

L3: Explains two problems with detail

(6)

Content Guide:

Problems could include:

Younger family members spend more time/money caring for elderly parents

Increased costs of health care for elderly, pressure on hospitals/health services

Pressure on pensions schemes as retiring workers are not replaced

Shortages of workers as dependent population increases and birth rates decline

Increased taxes for economically active population to cover costs of caring for elderly

(e) CASE STUDY: Choose an example of population migration.

- (i) Give the name of the places where the people migrated from and to.
- (ii) Explain, with detail, two reasons for the migration.
- (iii) Describe, with detail, the affects of the migration on one of the places.

- L1:** Names two valid places **and**
gives one reason for migration **or**
describes one effect of migration on one of the places (1-4)
- L2:** Names two valid places **and**
gives one reason for migration on one of the places **and**
describes one effect of migration on one of the places **with**
some detail/development in (ii) **or** (iii) (5-7)
- L3:** Names two valid places **and**
gives one reason for migration **and**
describes one effect of migration on one of the places **with**
some detail/development in (ii) **and** (iii) (8-9)

Content Guide:

Named places can be countries, regions, settlements, parts of same settlement

*Reasons could include push factors for place of origin
egg lack of job opportunities, war, poor housing, poor quality of life
and pull factors for destination place
egg better quality of life, safety/security, promise of wealth*

*push **and** pull factors **not** needed for access to full marks
reasons could also include reference to forced migration*

*Effects of migration on place of origin could include:
Migration of healthier younger people - lack of workers/decline of farmland
Breakdown of local communities/family structure - fathers migrate for work
Shops/services lose business with declining threshold populations
Further decline of inner city areas/sink estates egg empty/boarded up properties*

*Effects of migration on destination place could include:
Pressure on resources egg housing, utilities, health/education services
Growth of shanty towns in LEDC cities, overcrowding
Much needed workers re: unskilled labour shortages in MEDCs
Enrichment of host culture and way of life with influx of foreign immigrants
Influx of foreign immigrants could cause resentment and racism*

If no clear or identifiable places given but valid ideas about migration reasons or effects = Maximum L2 minus = 5 marks

Maximum 8 marks if only one place given

Mark Scheme 2403
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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

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

1 Before the Standardisation Meeting

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

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

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

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

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

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

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

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

All queries on standardisation procedures should be made to your team leader or your team leader is not available to the Principal Examiner.

Team Leader: _____

Principal Examiner: _____

All questions have a similar structure to ensure their comparability and to facilitate a common approach to marking. Parts (a) and (b) are for two marks and require short answers and are point marked. One point will usually gain one mark. Parts (c) and (d) require at least two or three sentences and are for six marks. They are to be marked using levels descriptions with clear conceptual differences between levels. Level One is usually achieved by giving one basic point; Level Two by extending or adding to this and Level Three by developing a full answer to the question. Part (e) is for nine marks and provides opportunities for extended writing. Usually Level One is achieved by a short description or explanation, Level Two by extending this and Level Three by developing a full answer, which meets all the requirements of the question.

In parts (c), (d) and (e) progression through the levels may be represented by increase in depth, breadth, level of abstraction, the use of geographical vocabulary, use of evidence from the resources, or by a combination of these criteria. Questions designed to assess understanding may require increasing depth of understanding. Questions designed to assess knowledge will require an increasing range and detail of knowledge.

In this specification Centres are free to choose the places candidates study. Questions may generate responses that are unexpected. Examiners should be prepared to credit such answers. Short answers, which demonstrate insight and a good conceptual understanding through the use of correct geographical vocabulary or reference to a relevant concept, idea or generalisation, should gain full marks. If an answer meets the requirement of a level it should be awarded full marks for that level. Intermediate marks should be awarded for an answer that exceeds the requirements of a lower level but does not quite meet those for the higher one.

Quality of Language

Higher Tier

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.

Level 3

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

Level 2

Accurate use of written communication with some specialist terms.

Level 1

Adequate written communication.

Annotation of Scripts by Examiners

This is to help you, your team leader and schools who request to see scripts.

- 1 Place a **tick** to indicate in sections (a) and (b) where the marks are given.
- 2 Add **L1, L2, L3** placed at the point in the script where achieved for (c) (d) and (e)
Note that this will usually, but not always, be in sequence.
- 3 Add **L1---**, **L1--**, **L1-**, **L2--**, **L2-**, **L3-**, to indicate where an answer satisfies part of the level requirement but not all of it. This level annotation should match the sub-mark given in the margin.
- 4 Place **(Brackets)** around key statements for credit.
- 5 Add **‘^’** to indicate something important is missing or required for the full level.
- 6 Write **‘seen’** for material written on pages at end of answer booklet which has been read, but for which no credit was given.
- 7 Write **‘irrel’** for a significant amount of material which does not answer the question and add a **vertical line** against it in the margin
- 8 Use the following abbreviations to indicate where **L2** or **L3** marks have been achieved:

Det = relevant detail

Dev = for development of answer

Place = for relevant place detail

You may add other notes to clarify your marking decisions for your team leader

Reminders

- 1 You must mark in **red pen** (team leaders check in green)
- 2 Each answer **MUST** have five sub-marks and one ringed total in the right hand margin
- 3 Each response must have an indication that you have read it.
- 4 Written comments can be useful to yourself and team leaders in the early stages of marking, but refrain from making any derogatory comments as scripts are accessible to schools.
- 5 Do not cross anything out. Positive marking is all we are concerned with.
- 6 Written communication is assessed as part of the levels marking.

Question A1

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

Study the OS map extract on the separate sheet and Fig.1 opposite.

- (a) (i) Which road goes over the bridge labelled X in the centre of the photograph?
 (ii) Name the reservoir labelled Y on the photograph. [2]

(i) One mark for A57

(ii) One mark for Derwent Reservoir

- (b) State two differences you would expect to find in the weather in winter between grid squares 2083 (Bamford village) and 2185 (Bamford Moor). [2]

One mark for each difference

Content guide:

- Colder in 2185 - Bamford Moor (warmer in 2083 - Bamford village)
- More windy in 2185 (less in 2083)
- More snow in 2185 (less in 2083)
- More rain in 2185 (less in 2083)
- More frost in 2185

Must make it clear to which square they are referring.

Comparisons may be simple.

- (c) Explain the two weather differences identified in part (b). [6]

Levels:

- | | | |
|----|--|-------|
| L1 | Gives one reason in simple terms | (1-3) |
| L2 | Reasons for two differences, one developed explanation | (4-5) |
| L3 | Develops two explanations | (6) |

Content guide:

- Greater height = colder + more snow + more frost
- More exposed = more wind + colder
- Relief rain = more rain

NB Credit map evidence as development.

- (d) Losehill Hall (circled on the map) is the Peak District National Park Study Centre. Using map evidence to support your answer, suggest two reasons why it is a good location for geographical fieldwork. [6]

Levels:

- | | | |
|----|---|-------|
| L1 | Suggests one reason in simple terms | (1-3) |
| L2 | Two reasons, one with map evidence | (4-5) |
| L3 | Develops two reasons with map evidence. | (6) |

Content guide:

- *Within a National Park*
- *Accessible by railway and the A6187*
- *Area of varied terrain*
- *Scenic area – view points*
- *Caverns nearby*
- *Streams that can get into within walking distance*
- *Variety of rural land use to study in the area*
- *Nearby settlements of Castleton and Hope*

(e) For a physical landscape that you have studied:

- (i) State where your physical landscape is located;**
- (ii) Using specific detail and with the aid of a diagram(s), show how human activity has affected physical processes, such as weathering, erosion, transport and deposition, at this specific location. [9]**

Levels:

- | | | |
|-----------|--|--------------|
| L1 | Locates the chosen physical landscape, and gives two simple effects of human activity OR develops one of them | (1-4) |
| L2 | Two effects explained, with some place detail
(OR three effects, one explained with some place detail) | (5-7) |
| L3 | Develops two answers, both with specific place detail | (8-9) |

Max. L1 for no named landscape.

Max. L2- if no diagram.

(Total 25 marks)

Question A2

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

Study Fig.2 below

- (a) Write two simple statements to show how the statistics indicate that South Africa is the most developed country shown in Fig.2. [2]

One mark for each correct **simple** statement

Content guide:

- *Lowest % in agriculture*
- *Lowest IMR*
- *Highest GDP*

- (b) State two other ways that could be used to measure development in Africa. [2]

One mark for each correct suggestion

Content guide:

- *Birth rate (but not death rate)*
- *HDI*
- *GNP*

The list is endless, but make sure that appropriate to Africa

- (c) Explain two problems associated with development aid for Africa shown in the cartoon. [6]

Levels:

- | | | |
|----|--|-------|
| L1 | Gives one simple problem (but must do more than copy labels) | (1-3) |
| L2 | Two problems, one developed explanation | (4-5) |
| L3 | Develops explanations for two problems | (6) |

Content guide:

- *Tied Aid*
- *Interest rates*
- *No freedom to target the aid where most needed*
- *Political ties*
- *Not enough of it*
- *Not Fair Trade*

- (d) Explain how global trade can help LEDCs develop. [6]

Levels:

- | | | |
|----|---|-------|
| L1 | Gives one idea in simple terms | (1-3) |
| L2 | Two ideas, one developed | (4-5) |
| L3 | Develops two ideas, OR gives one very perceptive summary | (6) |

NB Accept additional ideas as development.

Content guide:

- Increase their market
- Enable them to specialise
- Enable them to buy products that they cannot produce themselves
- Help introduce 'First World technology'
- Expand Fair Trade

Credit examples of NICs (and China) who have developed through this route

(e) For an LEDC development project that you have studied:

- (i) Name and locate the development project;**
- (ii) With reference to specific place detail, describe the main features of the project;**
- (iii) Explain how the project has affected the quality of life of the local people.**

[9]**Levels:**

- L1** Names and locates the project and gives something simple in (ii) and (iii) **OR** develops one of them. Quality of life will be implied at this level. **(1-4)**
- L2** Something in each and develops one section, with some place detail. **(5-7)**
- L3** Develops both sections with specific place detail in each **(8-9)**

Max. L1 for MEDC choice: but accept former Eastern Europe and Soviet Republics as LEDCs up to Max. L2.

Content guide:

A development project has to be studied as part of LEDC economic development - accept any scale from national/government to local/charity. Be flexible!

*Quality of life to include outcomes **such as** less stress, more happiness, better facilities/infrastructure, less hardship, money for home comforts/education etc.*

(Total 25 marks)

Question A3

This question is about More Economically Developed countries (MEDCs), outside the EU. Study Fig.4 opposite, an image showing settlement in the USA.

- (a) State two differences between the settlement developed up to and after 1993. [2]

One mark for each correct answer

Content guide:

- Covers greater area
- Has extended outwards (urban sprawl)
- More of it is further south
- Less of it in the west

- (b) Briefly describe the pattern of settlement within the USA. [2]

One mark for each point about distribution

Content guide:

- Most in the east
- Greatest concentration in the north east
- Much around the coast
- Relatively little around highland areas
- Extends out from well established urban centres

- (c) Suggest two reasons for the distribution of population shown on the image. [6]

Levels:

- | | | |
|----|-------------------------------------|-------|
| L1 | Suggests one reason in simple terms | (1-3) |
| L2 | Two reasons, one developed | (4-5) |
| L3 | Develops two reasons | (6) |

Content guide:

- Relief
- Altitude
- Accessibility
- First settlers on the coast
- Trading links via the coast
- Fertile land
- Climate/growing season

Knowledge of the USA is not being tested, so credit all reasonable suggestions.

- (d) In Autumn 2005, Hurricanes Katrina and Rita caused extensive damage to settlement along the coast from New Orleans to Houston. Why, despite the threat of tropical storms each year, do people live in such settlements? [6]

Levels:

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

NB Accept additional reasons as development.

Content guide:

- *No choice*
- *Invested much in the area already*
- *Risk sporadic/not great enough*
- *Forecasting is improving or already good and can escape in time*
- *Protection schemes are good*
- *Geographical inertia – always lived there/easier not to move!*

(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, show the impact of human activities upon this event. [9]

Levels:

- L1** Names and locates the event, and shows (i.e. explains) the effect of a simple example of human activity **OR** gives two simple examples **(1-4)**
- L2** Two activities explained, with some place detail **(OR** three activities, one explained, with some place detail) **(5-7)**
- L3** Develops two answers, both 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.

NB: accept Asian newly industrialised countries as MEDCs to Max. L2.

The intention here is to show how humans cause hazards (the specification lists deforestation, overgrazing and urbanisation), but also accept humans affecting natural hazards by their methods of hazard protection.

(Total 25 marks)

Question B4

This question is about Physical Systems and Environments.

- (a) (i) According to Fig.5, which flight from London produces the least greenhouse gases?
- (ii) According to Fig.5 which type of flight produces the most greenhouse gases? [2]

One mark for each correct answer

- (i) Paris
- (ii) Long haul/long distance (or equivalent description)

- (b) State two sources of greenhouse gases, other than transport, shown in Fig.6. [2]

One mark for each correct answer

Content guide:

- Cattle/cows
- Power stations/factories/incinerators
- Humans
- Rubbish tips
- Fire
- Deforestation

- (c) Draw an annotated diagram to show how greenhouse gases are thought to cause global warming (the 'greenhouse effect'). [6]

Levels:

- L1 Shows understanding by drawing or mentioning one simple idea (1-3)
- L2 Two ideas, one developed (4-5)
- L3 Develops two answers (6)

NB Development could be good diagram skills

Max L1 if no diagram

Max L2 if diagram and text separate

Content guide:

- Heat radiated from Earth and trapped
- Blanket effect of greenhouse gases
- Build up of gases/rise in temperature over time

- (d) What messages, apart from specific causes, is the cartoon suggesting about global warming? [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.

Content guide:

- *It is inevitable – there is no escape/exit*
- *It is not a good thing/not very pleasant*
- *It will affect the whole world*
- *It is a huge problem*
- *It is mostly the result of industrialised countries*
- *Humans create the problem*

(e) For a physical environment (ecosystem) that you have studied:

(i) Name and locate the ecosystem that you have chosen;

(ii) Using specific detail, describe and explain its main features.

[9]

Levels:

- L1** Names and locates the chosen ecosystem, and describes and explains a simple feature **OR** describes two **OR** develops one description **(1-4)**
- L2** Two features explained, with some detail **(OR** three features, one explained with some detail) **(5-7)**
- L3** Develops two answers, both with specific detail **(8-9)**

Max. L1 for no identifiable ecosystem.

(Total 25 marks)

Question B5

This question is about Natural Hazards and People.

- (a) Identify two natural hazards mentioned in the extract that helped cause this situation. [2]

One mark for each of locusts and drought

- (b) The effects of hazards can be divided into primary and secondary effects. From the extract:

(i) Identify an example of one primary effect

(ii) Identify an example of one secondary effect. [2]

One mark for each correct example

Content guide:

(i) Primary effects:

- Crop failure
- No hope of harvest for three months

(ii) Secondary effects:

- food shortages
- high food prices
- starvation
- aid needed/given
- feeding children grass & leaves
- desperate situation

- (c) Spain experienced drought in June 2005. Explain two effects of the drought for the people in Spain. [6]

Levels:

- | | | |
|----|--|-------|
| L1 | Gives one reason in simple terms | (1-3) |
| L2 | Reasons for two effects, one developed explanation | (4-5) |
| L3 | Develops two explanations | (6) |

Content guide:

- Water rationed because reservoirs are low
- Tourists inconvenienced because public showers stopped
- Recreational facilities affected as non-essential

- (d) Explain two reasons why the effects of drought in LEDCs are worse than those experienced in MEDCs, such as Spain. [6]

Levels:

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

Content guide:

- *Lack of finance to deal with the hazard*
- *Poorer infrastructure and services*
- *Droughts last longer in LEDCs (definition usually different)*
- *More people 'living on the breadline'*
- *More people dependent on agriculture/subsistent*

(e) For a natural hazard that you have studied:**(i) Name the natural hazard;****(ii) With reference to specific examples, describe and explain its global distribution.****[9]****Levels:**

- L1** Names and locates the natural hazard, and describes and explains one simple feature of distribution **OR** describes two **OR** develops one description **(1-4)**
- L2** Two features explained, with some detail **(OR** three features, one explained with some detail) **(5-7)**
- L3** Develops two answers, both with specific detail **(8-9)**

Max. L1 if scale clearly not global.

(Total 25 marks)

Question C6

This question is about Economic Systems and Development

- (a) Define the term tertiary sector of economic activity. [2]

One mark for a simple statement

Two marks for a more complete definition (but does not need to be perfect!)

Content guide:

- *Service industries/sector (one mark)*
- *Involved with the exchange and consumption of goods and services (two marks)*
- *Deals with the distribution of products from the primary and secondary sectors (two marks)*
- *Range of services from personal to professional, transport to entertainment (two marks)*

- (b) State two examples of tertiary economic activity shown in the photograph, Fig.9. [2]

One mark for each example

Content guide:

- *Rickshaw/taxi driver*
- *Shopkeeper*
- *Advertising*
- *Computer services*
- *Offices*
- *Bike sales/rental*

- (c) Fig.10 shows that major banks and insurance companies are locating their international call centres in India and Sri Lanka. Explain two reasons why they select such locations. [6]

Levels:

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

Content guide:

- *Cheaper labour*
- *Cheap land*
- *Improved technology/telecommunications*
- *English widely spoken*
- *Hard working labour force*
- *Availability of an educated and skilled workforce*
- *Government support/subsidies*

- (d) Explain two likely effects of investment by multinational/transnational corporations upon LEDCs, such as India or Sri Lanka. [6]

Levels:

- | | | |
|----|--|-------|
| L1 | Gives one reason in simple terms | (1-3) |
| L2 | Reasons for two effects, one developed explanation | (4-5) |
| L3 | Develops two explanations | (6) |

Content guide:

- *Development of skilled workforce*
- *Multiplier effect*
- *Leakage to home country*
- *Possible exploitation of labour supply/sweatshops*
- *Improved quality of life/company health schemes etc.*

A wide range of answers is possible. Credit specific examples as development.

- (e) For a specific example of an economic activity that you have studied at a local scale (for example a farm, factory, theme park or supermarket):

(i) Name and locate the specific economic activity;

(ii) Draw this example as a systems diagram using specific detail in each section. [9]

Levels:

- | | | |
|----|---|-------|
| L1 | Names and locates the specific economic activity, and produces a simple systems diagram showing two of inputs, processes and outputs specific to it | (1-4) |
| L2 | All three sections of the diagram, with some development and detail | (5-7) |
| L3 | Develops all three sections, with specific detail in each. | (8-9) |

Credit feedback loops

Max L1 if not at local scale;

Development can be number of inputs, processes and outputs or level of detail – only accept points specific to their chosen activity;

They will have studied this in an EU or MEDC context, but anywhere in the world is acceptable.

(Total 25 marks)

Question C7

This question is about Population and Settlement.

- (a) (i) In 1995, which country had the highest percentage of over-65s?
- (ii) In 2020, which country is predicted to have the highest percentage of over-65s? [2]
- (i) One mark for the UK
- (ii) One mark for Japan

- (b) Why might Australia and the USA have a smaller percentage of over-65s in 2020 than Japan and the UK? [2]

One mark for a correct simple reason

Two marks for a more complete reason or two simple reasons

Content guide:

- More in the working age groups
- More youthful immigration
- Higher birth rate
- Shorter life expectancy

- (c) Give two reasons to explain why some countries have an increasing percentage of people living over 65. [6]

Levels:

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

Content guide:

- Medical developments/welfare state
- Better health and safety at work/working conditions
- Shorter working week
- Earlier retirement
- Better provision financially for retirement
- Decline in birth rate for a whole variety of reasons
- More awareness of diet and fitness

- (d) What messages might this cartoon communicate about the effects of an ageing population in MEDCs? [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.

Content guide:

- *Not enough young people*
- *Old becoming a burden*
- *Old need a lot of resources such as medical care and bus passes*
- *Mobility of the old not so great*
- *Will be economic problems – not enough tax payers*

(e) For an international migration that you have studied:

- (i) Name the two countries involved in this migration;
- (ii) Describe with specific detail the causes and effects of the migration. [9]

Levels:

- L1** Names an international migration and describes a cause and effect in simple terms **OR** develops either (1-4)
- L2** Two causes and effects, with some detail
[OR three of one, one of the other, with some detail] (5-7)
- L3** Develops answers with specific detail. (8-9)

Max L1 if migration is internal **or** if two countries not clear;

Max L1 if not talking about migration as 'permanent' movements of one year or more.

(Total 25 marks)

**GEOGRAPHY GCSE SPECIFICATION C (BRISTOL PROJECT) 1998
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)	2	3	1		6
QA1(d)	2	3	1		6
QA1(e)	4	1	2	2	9
TOTAL	8	7	5	5	25

Question A2	AO1	AO2	AO3	AO4	TOTAL
QA2(a)				2	2
QA2(b)	1	1			2
QA2(c)		2	1	3	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)				2	2
QA3(c)		2	3	1	6
QA3(d)	3	3			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)				2	2
Q B4 (b)	1			1	2
Q B4 (c)	1	3	2		6
Q B4 (d)		1	3	2	6
Q B4 (e)	5	4			9
TOTAL	7	8	5	5	25

Question B5	AO1	AO2	AO3	AO4	TOTAL
Q B5 (a)				2	2
Q B5 (b)			1	1	2
Q B5 (c)		2	2	2	6
Q B5 (d)	2	2	2		6
Q B5 (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)				2	2
Q C6 (c)	1	3	2		6
Q C6 (d)		3	3		6
Q C6 (e)	4	2		3	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)	1	4	1		6
Q C7 (d)		2	1	3	6
Q C7 (e)	5	2	2		9
TOTAL	7	8	5	5	25

**General Certificate of Secondary Education
Geography(1988)
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a*	a	b	c	d	e	f	g	u
2401F	Raw	60	-	-	-	44	37	30	23	16	0
	UMS	83	-	-	-	72	60	48	36	24	0
2401H	Raw	60	52	46	40	34	25	-	-	-	0
	UMS	120	108	96	84	72	60	-	-	-	0
2402	Raw	100	-	-	-	66	58	50	42	34	0
	UMS	139	-	-	-	120	100	80	60	40	0
2403	Raw	100	79	70	61	52	40	-	-	-	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
1988F	279	-	-	-	240	200	160	120	80	0
1988H	400	360	320	280	240	200	-	-	-	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
1988F	-	-	-	28.0	53.7	73.3	87.2	95.8	100	8178
1988H	15.7	44.1	73.8	93.1	98.4	99.4	-	-	100	14842
Overall	10.1	28.5	47.6	69.9	82.5	90.2	95.0	98.1	100	23020

23020 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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