GCSE

Geography C

General Certificate of Secondary Education **1988**

Mark Schemes for the Units

June 2008

CONTENTS

GCSE Geography C (1988)

MARK SCHEMES FOR THE UNITS

2401/01 Foundation

Question			Expected Answers	Mks	Rationale
1					
	(a)	**Use <u>Resources 1 and 2</u>. What is the total forest area in Europe?**	156 million (hectares/ha not required)	1	
	(b)	**What is the main type of forest in tropical areas? State a reason for this.**	Tropical and/or monsoon ***Content Guide*** *Specific detail/development is not required, as only one mark available.* *Reference to **one** of:* • *Climate* • *Soils* • *Slope* • *Drainage* • *Suitable growing conditions* • *Weather or aspect of weather*	1 1	1 mark question 1 mark question accept any relevant factor e.g. from list under Content Guide opposite
	(c)	**State <u>two</u> ways that humans use forests.**	1 mark for each of two correct ways ***Content Guide*** ***Accept** use of forest trees for any of the uses in Resource 2 i.e.* • *Food* • *Thatch* • *Recreation* • *Animal fodder* • *Gums, resin, oils* • *Timber* • *Fuel* • *Medicine* • *Wildlife habitat/ Nature Reserve/conservation area* ***Also accept***	2	

			• *Wood/paper* • *Farming* • *Tourism* • *Transport* ***DO NOT ACCEPT JOBS*** • *Fuel* • *Furniture* • *Craft/handicraft*		
	(d)	**Wood is a renewable resource but little is being done to make it sustainable.** **Explain why this is a problem.**	**Level** **L1** Basic reason (2) **L2** Second reason or development of first (3-4) Some development **and** link to sustainability needed for (4) ***Content Guide*** • *Woodland not being replanted* • *Lack of supplies of wood* • *Removal of habitats* • *Lack of forest resources for future* • *Reduction in variety of species* • *Impact on global warming/climate change (but Max 3 if this is the **only** problem discussed)*	4	Basic reason alone cannot get 4, but one developed reason could if refers to sustainability.
			Total	**9**	

Question			Expected Answers	Mks	Rationale
2		**Use <u>Resource 3.</u>**			
	(a)	**State <u>two</u> reasons for clearing the rainforest.**	1 mark for each of two correct reasons ***Content Guide*** • *Road building* • *Mining* • *Logging or any relevant use of the wood* • *Settlers* • *HEP stations* • *Farming* • *Ranching/grazing land*	2	
	(b)	**Describe <u>one</u> problem for the native people caused by clearing the rainforest.**	Any relevant problem 2 marks ***Content Guide*** • *Disease* • *Death* • *Loss of habitat* • *Move/lose land* • *Land flooded* • *Loss of lifestyle* • *Loss of culture* • *Loss of traditional way of life* • *Climate change/less rainfall*	2	Do not credit pollution
	(c)	**Describe <u>one</u> problem clearing the rainforest creates for the settlers.**	Any relevant problem 2 marks ***Content Guide*** • *Falling crop yields* • *Loss of soil fertility* • *Need to move on to clear new land* • *Lack of fodder for cattle/weeds kill off grass* • *Climate change/less rainfall*	2	
			Total	**6**	

Question			Expected Answers	Mks	Rationale
3		**Use <u>Resources 3 and 4.</u> Explain how rainforest destruction can affect global climates.**	**Level** **L1** One basic statement (2) **L2** Two basic statements with one developed (3-4) **L3** Two basic statements developed (5) ***Content Guide*** • *Burning trees increases CO_2 in atmosphere/development related to greenhouse gases causing global warming and climate change/adds figures e.g. 700 million tonnes CO_2/10% added by people/year* • *Less oxygen/water vapour/40% less rainfall/possible desertification/but more moisture in other parts water cycle* • *Higher day temperatures/due to more solar radiation.*	5	
			Total	**5**	

Question			Expected Answers	Mks	Rationale

4		Use <u>Resources 5 and 6</u>. It is important to develop forests in a sustainable way. Study the recommendations in <u>Resource 5.</u> Describe and explain how the <u>two</u> schemes in <u>Resource 6</u> develop forests sustainably.
		
		Scheme 1: Forestry Stewardship Council
		
		Scheme 2: Midishi village in Somalia
			Level
			L1 Basic description of scheme (2)
			L2 Development /explanation (3/4)
			     Some development **and** link to sustainability needed for (4)
			
			Content Guide
			• *Uses recognisable FSC trademark to certify sustainability*
			• *Educates consumers/information services/marketing programmes*
			• *National initiatives in over 34 countries*
			
			Level
			L1 Basic description of scheme (2)
			L2 Development /explanation (3/4)
			     Some development **and** link to sustainability needed for (4)
			
			Content Guide
			• *Young seedlings grown in tree nursery /transplanted in village*
			• *Local people/villagers involved/take over completely*
			• *Planting fruit trees/different types of trees/prevents soil erosion*
			• *Improves food (fruit) production (sus)*
			• *Can be spread to other areas (sus)*
			• *Local people learn relevant skills (sus)*
			• *Soil quality maintained (sus)*
				4
				
				4
					Scheme 1 Direct copy of a bullet point from Resource 6 counts as basic description but credit links to the recommendations in Resource 5. For 3 and 4 marks some development is necessary. No credit for copying another bullet point.
					
					Scheme 2 basic lift from resource is L1, can use linked lift as development for L2 (as shown in content guide)

			Total	**8**	

Question			Expected Answers	Mks	Rationale
5					
	(a)	**Use <u>Resource 7.</u> Choose <u>one</u> method from the resource and explain how it will <u>damage</u> the forest.**	Relevant choice of method: 1 mark Copied explanation: 1 mark Some development 1 mark ***Content Guide*** • *Continuous cropping* • *Livestock grazing* ***Also Accept*** *as damaging the forest* • *Re-forestation* • *Selective logging* • *Clear felling*	3	
	(b)	**Choose <u>one</u> method from the resource and explain how it will <u>protect</u> the forest.**	Relevant choice of method: 1 mark Copied explanation: 1 mark Some development 1 mark ***Content Guide*** • *Agroforestry* • *Nature conservation* ***Also Accept*** *as damaging the forest* • *Re-forestation* • *Selective logging with replanting* • *Clear felling*	3	
			Total	**6**	

Question			Expected Answers	Mks	Rationale
6	**(a)**	**Use <u>Resources 8 and 9.</u> State <u>two</u> ways that Britain's forests are under threat.**	1 mark for each correct way ***Content Guide*** • *Farming* • *Sheep grazing* • *Property developers/building houses* • *Fuel* • *Planting conifers* • *Planning laws do not apply to farmers*	2	
	(b)	**The Forestry Commission has several aims some of which seem to conflict with each other.** **Identify and explain <u>one</u> of these conflicts.**	**Level** **L1** Identifies appropriate conflict anywhere in the answer (2) **L2** Basic explanation of conflict (3) **L3** Development demonstrates understanding (4) ***Content Guide*** *Enhancing the environment v cutting down trees* *Public access v protecting wildlife*	4	
			Total	**6**	

Question			Expected Answers	Mks	Rationale
7		**Use <u>Resources 10 and 11</u> and any other resources or your own knowledge.** **Wentwood Forest in South Wales is one of Britain's largest ancient woodlands and is in urgent need of protection. The Woodland Trust has recently purchased a large section of Wentwood Forest.** **There are three options for its development:** **<u>Option 1</u>** **The area should be planted with conifers that can be sold for a quick profit.** **<u>Option 2</u>** **All conifers and non-native trees should be replaced by planted native woodlands. The woodlands should be used for recreational purposes.** **<u>Option 3</u>** **The area should be restored as closely as possible to its former glory as ancient woodland. The public should not be allowed access.**		

Question			Expected Answers	Mks	Rationale
	(a)		**Level** L1 One basic reason (2) L2 Second clear reason or development of original reason (4) L3 At least two reasons for choice with one reason developed/or three clear reasons(6) **L4 (Sus)** (8)	8	In question 7 accept all realistic reasons and advantages. Do not allow 'money', 'pollution' or 'time' without qualification e.g. how is the 'money' to be raised/used?
	(b)	**Give disadvantages of your chosen option.**	**Level** L 1 Basic disadvantage (2) L 2 Development of disadvantage or second disadvantage (4)	4	
	(c)	**Explain reasons for rejecting both of the other options.**	**MAKE SURE YOU MARK BOTH PARTS OF C, Also please scroll down and see if any of the extra pages have been used** Four marks available for each option. **Level** L 1 One basic reason (2) L 2 Development of reason or second reason (4) 2x4	8	
			Total	**20**	

Note: Column header for (a) row cells — "Circle the option you think is best. Chosen option 1 2 3 Give reasons for your choice." appears in the Question description column.

2401/02 Higher

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.
( )	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
M	Method
Opt	Option
P	Pair of aims

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.

Forest Futures – Can we see the wood for the trees?

Section 1: The Background

1   <u>Use Resource 2</u>.

     Describe and explain <u>two</u> reasons why so many forests have disappeared from our planet in recent years.   **[6]**

     Level 1   1-3 marks   one simple reason.

     Level 2   4-5 marks   two simple reasons (4) **OR** one reason developed (4), two reasons with one developed (5).

     Level 3   6 marks   two reasons developed.

     Indicative Content

- *Lack of replanting*
- *Climate change*
- *Increasing populations*
- *Building land*
- *Agriculture eg ranching*
- *Transport development*
- *Tourism*
- *Economic development*
- *Fuel*
- *Furniture.*

     NOTES

     R   Reason

     Dev   Development

2   <u>**Use Resources 3 and 4.**</u>

Identify and explain <u>two</u> reasons why it is vital that the Earth's rainforests are protected from destruction.   **[6]**

Level 1	**1-3 marks**	one simple reason.
Level 2	**4-6 marks**	two simple reasons (4) **OR** one reason developed (4), two reasons with one developed (5).
Level 3	**6 marks**	two reasons developed.

Indicative Content

- *Soil erosion*
- *Increases in flooding*
- *Higher temperatures*
- *Global warming*
- *Cleared land often fails agriculturally*
- *Less rainfall*
- *Less oxygen produced*
- *Valuable resources from the rain forests.*

NOTES

R   Reason

Dev   Development

3 **Use Resources 4 and 5 plus your own knowledge.**

Explain why it is important that the recommendations from the World Commission on Forests and Sustainable Development are closely followed for the sake of;

(a) **the native forest communities;**

(b) **the World's weather systems** **[8]**

Level 1	**1-4 marks**	one reason in (a) or (b) (1), one reason in (a) and (b) (2), three reasons in (a) and (b) (3), four reasons in (a) and (b) (4).
Level 2	**5-7 marks**	one reason developed (5), two reasons developed (6). three reasons developed (7)
Level 3	**8 marks**	four reasons developed.

Indicative Content

Native forest communities
- *Need forest resources to improve lives*
- *Maintain global diversity*
- *Protect diminishing cultures*
- *Avoid large-scale migration*
- *Educate people about the importance of such communities.*

World weather systems
- *Climate change globally*
- *Increasing droughts and deserts*
- *Increased storms*
- *Increases in greenhouse gases*
- *Weather unpredictable*

NOTES

R Reason

Dev Development

Section 2: The Options

4   <u>**Use Resource 6**</u>**.**

    Give <u>two</u> reasons why projects like the one in Somalia will help the Forest Stewardship Council in its attempts to promote responsible management of forests.

                                                                          [6]

    Level 1   **1-3 marks**   one simple reason.

    Level 2   **4-5 marks**   two simple reasons (4) **OR** one reason developed (4), two reasons with one developed (5).

    Level 3   **6 marks**   two reasons developed.

    Indicative Content

- *Increased food production*
- *Good forest management*
- *Responsible forestry by local people*
- *Helps stop soil erosion*
- *Can spread to other areas*
- *Tree nursery for replanting.*

    NOTES

    R   Reason

    Dev   Development

5 <u>**Use Resource 7.**</u>

    (a) Choose <u>one</u> method featured in the resource and explain why it will damage the forest.

    (b) Choose <u>one</u> method featured in the resource and explain how it will conserve the forest.   **[6]**

        Level 1   **1-3 marks**   one method described.

        Level 2   **4-5 marks**   two methods described (4) **OR** one method developed (4), two methods with one developed (5).

        Level 3   **6 marks**   two methods fully developed.

        Indicative Content

        Exploit the forest and damage it
        Eg clear felling – for profit in short term only and forest may never return to its previous standard.

        Protect and conserve forest
        Eg nature conservation – protected from development so trees and wildlife safe for the future.

        NOTES

        M   Method

        Dev   Development

6 <u>Use Resources 8 and 9.</u>

The Forestry Commission has several aims, some of which seem to conflict with each other. Identify and explain <u>two</u> of these conflicts. **[8]**

Level 1	**1-4 marks**	one pair of aims identified (2), two pairs of aims identified (4) **OR** one pair developed (4).
Level 2	**5-6 marks**	two pairs of aims, one developed (6)
Level 3	**7-8 marks**	two pairs of aims, two developed (8).

Indicative Content

Conflicts include;
- *To allow the replacement of native trees by fast growing conifers for profit, but wishing to protect our native woodlands.*
- *To foster a harmonious relationship between forestry and agriculture, but encourage farmers to use the woods as a crop.*
- *To allow building for agriculture in woodland areas, causing destruction of trees.*
- *To protect and enhance the environment, but to provide recreational activities which may destroy it.*
- *To encourage the wood-using industries, but to campaign for protection of ancient woodlands.*
- *To encourage the restoration of native woodlands, but to allow overgrazing by livestock.*
- *To encourage and support the local economy, but to place controls on felling.*

NOTES

P   Pair

Dev   Development

Section 3: The Decision

7   <u>**Use Resources 10 and 11 plus any ideas from any of the other resources or your own knowledge.**</u>

Wentwood Forest in South Wales is one of the UK's largest ancient woodlands and is in urgent need of protection. The Woodland Trust has recently purchased a large section of Wentwood Forest. Four options for its future development have been put forward:

<u>**Option One**</u>
The area should be mainly under conifers which can be sold for a profit, with ancient woodland allowed to continue to fight for survival under the canopy.

<u>**Option Two**</u>
The conifers should be removed and totally replaced by planted native woodland. Recreation should then be encouraged for an economic return.

<u>**Option Three**</u>
The area should be restored to its former position as an ancient woodland with no conifers, and maintained as a nature reserve with no public access.

<u>**Option Four**</u>
The area should be completely cleared for timber and then replanted with seedlings of commercial conifers which can then be felled in the future.

<u>**Tasks**</u>

(a)   Choose <u>**one**</u> of the options above and fully explain <u>**two**</u> reasons for your choice.

(b)   Give a reason for rejecting <u>**each**</u> of the other three options.

(c)   Your choice may not be ideal in every way. State a disadvantage of your chosen option.

(d)   Your rejected options may have some good points. Give an advantage of <u>**each**</u> of your rejected options with particular reference to their sustainability.   **[20]**

Level 1	**1-3 marks**	One reason for choice of option.
Level 2	**4-6 marks**	Adds a second reason for choice.
Level 3	**7-12 marks**	Rejects the other three options.
Level 4	**13-14 marks**	Gives a disadvantage of chosen option.
Level 5	**15-20 marks**	Gives an advantage of other three rejected options.

A Model Answer
Candidate chooses option 3 – to protect the ancient woodland and restrict public access. Gives reasons such as keeping out possible threats such as disease and damage by the public, allowing natural regeneration and removing damaging conifers. Rejects option 1 on the grounds that the ancient woodland will eventually be wiped out by the non-native conifers. Rejects option 2 because of loss of income from conifers and possible damage from recreational activities like mountain biking. Rejects option 4 on the grounds that this would mean an ever-increasing loss of ancient woodlands. Candidate sees the advantage of option 1 in the form of economic sustainability from the conifers and the advantage of option 2 due to the economic return from the recreational activities.

NOTES

Opt   Option

R   Reason

Dev   Development

Rej   Rejection

Dis   Disadvantage

Adv   Advantage

2402 Geography: Terminal Examination (Foundation)

Question			Expected Answers	Mks	Rationale
A1		**This question is about places in the European Union (EU).** **You need to use Fig. 1 and Fig. 2 in the Resource Booklet Insert.** Study <u>Fig. 1</u> a map showing **Economic Statistics for Geographical Areas of Italy.**			
	(a)	**Which <u>two</u> Geographical Areas have the lowest percentage of car ownership?**	1 mark for Islands 1 mark for South	[2]	
	(b)	(i) **Which Geographical Area has the highest unemployment rate?**	1 mark for Islands		In the instance of multiple answers take the first response only.
	(b)	(ii) **Which Geographical Area has the highest monthly spending?**	1 mark for North East	[2]	In the instance of multiple answers take the first response only.
	(c)	**Every year, thousands of people migrate from the south of Italy to the north.** **Use evidence from <u>Fig. 1</u> to give <u>two</u> reasons to explain why.**	**L1:** Gives **<u>one</u>** valid reason (1-3) **L2:** Gives a second reason **<u>and</u>** explains one with detail (4-5) **L3:** Explains <u>two</u> reasons with detail (6) *Content Guide:* *Reasons could include push factors for South and/or pull factors for North with reference to:* *Unemployment/job opportunities; wages/spending; relative wealth/poverty* *Development of reason could include use of relevant statistics from Fig 1* *or explanation of reason or a direct North-South contrast for one given reason.* *Must be two different reasons given for L2/L3 marks.*	[6]	**Evidence/reasons must be related to Fig. 1.** **Must be clear that the idea is for the North or the South of Italy**

Question			Expected Answers	Mks	Rationale
(d)		Study **Fig. 2**, a photograph of the Bay of Naples with Mount Vesuvius. The volcano Mount Vesuvius last erupted in 1944. Scientists predict it could erupt again in the future. Give **two** reasons to explain why millions of people continue to live near to Mount Vesuvius.	**L1:** Gives **one** valid reason **(1-3)** **L2:** Gives a second reason **and** explains one with detail **(4-5)** **L3:** Explains **two** reasons with detail **(6)** *Content Guide:* *Family, friends live there, have always lived there, part of community* *Have job/investments there, cannot afford to move* *Fertile volcanic soils for farming* *Risk not great enough to move, last eruption was 1944* *Forecasting/protection schemes are good* *Development of reason could refer to photographic image evidence and/or explanation of reason.*	**[6]**	
(e)		**CASE STUDY: Choose an EU place which has experienced a natural hazard.**			
	(i)	**Name the EU place and the type of natural hazard.**	**L1:** Names a valid EU place and natural hazard **and** gives a basic description of impact on people **or** a basic idea about physical processes. **(1-4)** **L2:** Names a valid EU place and natural hazard **and** gives a basic description of impact on people **and** a basic idea about physical processes **with** some place detail/development in (ii) **or** (iii). **(5-7)** **L3:** Names a valid EU place and natural hazard **and** gives a basic description of impact on people **and** a basic idea about physical processes **with** some place detail/development in (ii) **and** (iii). **(8-9)**	**[9]**	Content of (ii) and (iii) **must** relate to stated natural hazard given in (i)
	(ii)	**Describe how the natural hazard affected people and property. Give place detail in your answer.**			
	(iii)	**Explain the physical processes which caused the hazard. Give place detail in your answer.**			

Question	Expected Answers	Mks	Rationale
	Content Guide: *Full credit for any scale of valid EU place from settlement to whole country.* *Impact on people and property could include:* *Casualties, people killed/injured* *Destruction of property, costs of damage* *Disruption of daily life/economic activities.* *Credit physical processes only and must relate to chosen hazard, could include:* *Plate tectonics for earthquakes/volcanoes* *Weather conditions/climate factors for flooding/storms/fires/avalanches* *Development/place detail could include* *Credible data for impact eg number of people killed/injured* *Place characteristics relevant to hazard impact or causes* *Place names/locations for impact* *Place names/locations for causes eg named tectonic plates, rivers* *Explanation of how physical process(es) caused the hazard.* Candidates may use same case study as for QB5(e), the content must fit the above criteria. Maximum Level 1 marks if: Non EU place given or no identifiable place if valid ideas in (ii) **and** (iii) **or** detail in either. If incorrect hazard for EU place or vice versa Maximum Level 1 If only mentions valid natural hazard/EU place = 1-2 marks		**[Total: 25 marks]** **END OF QUESTION A1**

Question			Expected Answers	Mks	Rationale
A2		This question is about Less Economically Developed Countries (LEDCs). You need to use Fig.3 and Fig. 4 in the Resource Booklet Insert.			
	(a)	Which two countries will have the highest share of the estimated World Population.	1 mark for India 1 mark for China	[2]	In the instance of multiple answers take the first response only.
	(b)	Briefly state two problems in understanding the cartogram.	1 mark for each problem stated, explanation not needed *eg only ten countries labelled, no scale/data for population size; cannot see countries with smaller populations; difficult to find/locate some countries due to distortion of shape, no key or explanation of colours.*	[2]	
	(c)	Study Fig. 4, line graphs showing rates of population change for Africa and Asia. Describe, with detail, two ways in which the population change for Africa is different to Asia.	**L1:** Gives **one** valid difference **(1-3)** **L2:** Gives a second difference **and** describes one with detail **(4-5)** **L3:** Describes **two** differences with detail **(6)** ***Content Guide:*** *Differences could include:* *Lower 2050 predicted population for Africa (2 billion) Asia = 5.2 billion* *Lower starting point for Africa (0.2 billion) Asia (1.4 billion)* *Africa shows steady rate of increase and increase levels out for Asia @ 2025* *Total increase for Africa is less (0.2 to 2 billion = 1.8 billion) Asia = 1.4 to 5.2 billion = 3.8 billion)* *% increase for Africa is greater (1000%) Asia (371%).* *For full L2/L3 could include data from graphs*	[6]	**Difference given must include comparative language** **e.g.** *higher, lower, faster, slower* **or** **two contrasting ideas within statement**

Question			Expected Answers	Mks	Rationale
	(d)	Suggest **two** reasons to explain why the population change for Africa is different from Asia.	**L1:** Gives **one** valid reason **(1-3)** **L2:** Gives a second reason **and** explains one with detail **(4-5)** **L3:** Explains **two** reasons with detail **(6)** ***Content Guide:*** *Reasons could refer to population change factors in Africa and/or Asia and could include:* *Higher birth rates/fertility rates in Africa, less access to family planning, need for larger families to support parents in old age, limited career opportunities for women.* *Influence of HIV/AIDS in Africa, higher death rates, need to replace population.* *Lower birth rates/fertility rates in Asia, greater access to family planning, desire for smaller families, enhanced career opportunities, influence of government policies eg China's one child policy.* *Credit references to stages of Demographic Transition model (Africa stages 2/3, Asia 3/4/5).*	**[6]**	

Question				Expected Answers	Mks	Rationale
	(e)		**CASE STUDY: Choose an LEDC with a changing population.**			
		(i)	**State the name of your chosen LEDC.**	**L1:** Names a valid LEDC country **and** gives one feature of population change. **(1-4)**	**[9]**	
		(ii)	**Describe how the population of your chosen LEDC is changing. Give place detail in your answer.**	**L2:** Names a valid LEDC country **and** gives one feature of population change **and** gives a reason to explain the change **with** some place detail or development in (ii) **or** (iii). **(5-7)**		**Reason must be linked to population change.** **Credit valid reasons in (iii) not directly related to ideas in (ii)**
		(iii)	**Give reasons to explain why the LEDC's population is changing. Give place detail in your answer.**	**L3:** Names a valid LEDC country **and** gives one feature of population change **and** gives a reason to explain the change **with** some place detail or development in (ii) **and** (iii). **(8-9)** ***Content Guide:*** *Changes could include references to:* *population size, birth rate, death rate, life expectancy, structure, migration, stage of demographic transition model and credible data.* *References for causes of population change could include:* *Effect of family planning/contraception/education on birth rates* *Effect of economic development on fertility rates - later marriage* *Enhanced career opportunities for women, costs of bringing up children* *Impact of health care on death rate/infant mortality rate* *Impact of HIV/AIDS on life expectancy/death rate* *Push-pull factors associated with migration* *Political decisions-eg China's one child policy, incentives for small/large families.*		

Question				Expected Answers	Mks	Rationale
				Maximum Level 1 if no named LEDC or MEDC/EU country if valid ideas in (ii) **and** (iii) **or** detail in either. Accept Eastern Europe/former USSR countries as LEDCs up to maximum Level 2. If only names a valid LEDC/gives valid location = 1 mark.		
	A2					**[Total: 25 marks]** **END OF QUESTION A2**

Question				Expected Answers	Mks	Rationale
A3			**This question is about More Economically Developed Countries (MEDCs).** **You need to use Fig. 5 and Fig. 6 in the Resource Booklet Insert.** **Study Fig.5, a map and a table showing rainfall differences across South Island, New Zealand.**			
	(a)	(i)	**Which weather station has the highest total annual rainfall?**	1 mark for Mount Cook		**In the instance of multiple answers, take the first response only.**
		(II)	**Which weather station is the furthest east?**	1 mark for Timaru	[2]	**In the instance of multiple answers, take the first response only.**
	(b)		**Label the cross-section diagram below by writing the names of the weather stations in the correct boxes.**	1 mark for one/two correct 2 marks for all three correct From left to right = Mount Cook; Lake Tekapo; Timaru.	[2]	**Be aware that the same window appears for both A3 (b) and (c)**
	(c)		**Annotate the cross section diagram to explain why Mount Cook has a higher total annual rainfall than Timaru. (you could include writing, arrows and sketches)**	**L1:** Adds a relevant arrow/sketch **or** annotation to cross section to show **one** aspect of rainfall differences. **(1-3)** **L2:** Adds relevant arrow/sketch **and** annotation to cross section to explain **one** aspect of rainfall differences. **(4-5)** **L3:** Explains **both** aspects of rainfall differences. ***Content Guide:*** *Needs to explain high rainfall in west and low rainfall in east for full L3. Ideas should explain relief rainfall and/or influence of prevailing westerly winds. Arrow/sketch could show prevailing westerly wind, condensation/clouds, rainfall over Mount Cook. Label/sketch needed to explain lower rainfall/rain shadow effect near Timaru for L3.*	[6]	**No attempt at this question should be marked as NR and not 0 which is for a response with no credit. (places labels may be present from part (b))**

Question			Expected Answers	Mks	Rationale
	(d)		**Study <u>Fig. 6</u>, a photograph of central South Island, New Zealand.** **Explain <u>two</u> ways in which economic activities of central South Island, such as farming and tourism, will be affected by relief and climate.**	**L1:** Gives <u>**one**</u> valid way. **(1-3)** **L2:** Gives a second way <u>**and**</u> explains one with detail. **L3:** Explains <u>**two**</u> ways with detail. **(6)** *Content Guide:* *Ideas could explain affects of relief and/or climate on farming and/or tourism and could include references to: snowfall – skiing in mountains, rock climbing in mountains; farming on lower, flatter plain-milder climate, flatter terrain; mountains too steep, too cold for farming.* *Full marks available for two well explained ideas about one affect on one economic activity.*	**[6]**	**Ideas do need to be related to the photograph, Fig. 6.**
	(e)		<u>CASE STUDY: Choose a changing economic activity in an MEDC (not the European Union).</u>			
		(i)	**State the MEDC and the type of economic activity.**	**L1:** Names a valid MEDC and economic activity <u>**and**</u> describes one feature of recent change. **(1-4)** **L2:** Names a valid MEDC and economic activity <u>**and**</u> describes one feature of recent change <u>**and**</u> gives a reason for the change <u>**with**</u> some detail or development in (ii) <u>**or**</u> (iii). **(5-7)** **L3:** Names a valid MEDC and economic activity <u>**and**</u> describes one feature of recent change <u>**and**</u> gives a reason for the change <u>**with**</u> some detail or development in (ii) <u>**and**</u> (iii). **(8-9)**	**[9]**	
		(ii)	**Describe how the economic activity is changing. Give place detail in your answer.**			
		(iii)	**Give reasons to explain why the economic activity is changing. Give place detail in your answer.**			

Question				Expected Answers	Mks	Rationale
				Content Guide:		
				Ideas should be related to a specific example of an economic activity		
				descriptions of change could include references to:		
				growth and/or decline including employment		
				resource supplies, production methods, products or services		
				changes in location		
				Reasons must be related to changes described and could include references to:		
				Impact of changes in transport and/or technology		
				Changes in supply and demand eg foreign competition		
				Influence of government/international policies		
				Detail/development could include		
				Accurate locational information		
				Named companies/industries		
				Accurate data to illustrate changes		
				Scale of example does not affect allocation of marks, full marks available for local scale examples eg a named farm/factory if clearly related to a recent change.		
				Maximum Level 1 marks if:		
				LEDC/EU place or no identifiable place given if valid points made in (ii) **and** (iii) **or** detail in either.		
				No specific economic activity – if valid ideas about recent economic change in (ii) **and** (iii) **or** detail in either.		
				Accept Asian NICs as MEDCs up to maximum Level 2.		
				If only mentions valid economic activity/MEDC place = 1-2 marks		**[Total: 25 marks]** **END OF QUESTION A3**

Question				Expected Answers	Mks	Rationale
B4	**This question is about Physical Systems and Environments. You need to use Fig. 7 in the Resource Booklet Insert.**					
	(a)		**Study Fig. 7, a map of the River Eden catchment area with hydrographs for January 2005.**			
		(i)	**Name an example of a water store shown in Fig 7.**	1 mark for relevant example eg lake or sea or bay or river, or named example eg Ullswater or Haweswater or Solway Firth.		
		(ii)	**Name an example of a water transfer shown on Fig 7.**	1 mark for river or a named river from Fig 7.	**[2]**	**'River' prefix not required e.g. Eden.**
	(b)		**Name the two rivers which flow into the River Eden before it reaches Carlisle.**	1 mark for river Eamont 1 mark for river Irthing	**[2]**	**'River' prefix not required e.g. Eden.**
	(c)		**Hydrographs X and Y show the River Eden's discharge after heavy rainfall in early January 2005.** **Describe, with detail, two ways the river discharge for Hydrograph X was different from Hydrograph Y.**	**L1:** Gives **one** valid difference. **(1-3)** **L2:** Gives a second difference **and** describes one with detail. **(4-5)** **L3:** Explains **two** differences with detail. **(6)** ***Content Guide:*** *Differences could include:* *X has higher discharge rates than Y; X has higher peak and base discharge;* *Peak discharge for X is later than Y; Y has smaller peaks before main peak;* *Y has steeper rising and falling limbs, Y has a steeper secondary peak.* *For full L2/L3 could support ideas with data from Hydrographs.*	**[6]**	**Difference given must include comparative language e.g.** *higher, lower, steeper, flatter* **or** **two contrasting ideas within statement** **No credit for valid reasons (assessed in part (d))**

Question				Expected Answers	Mks	Rationale
	(d)		Give <u>two</u> reasons to explain why the river discharge for <u>Hydrograph X</u> was different to <u>Hydrograph Y</u>.	**L1:** Gives **one** valid reason. **(1-3)** **L2:** Gives a second reason **and** describes one with detail. **(4-5)** **L3:** Explains **two** reasons with detail. **(6)** *Content Guide:* *Reasons could include:* *At Y Eden is a smaller stream at start of network = lower discharge.* *At X Eden carries water from other rivers in network = higher discharges.* *Y is in an upland location = nearer to rain storm = quicker response/peak time.* *X = further from rain storm area = longer time lag.* *Must be two different reasons for full marks.*	**[6]**	
	(e)		<u>CASE STUDY: Choose a physical environment with natural vegetation (plants).</u>			
		(i)	State the type of physical environment.	**L1:** States a valid physical environment **and** describes one feature of natural vegetation **or** explains one link with climate or soil. **(1-4)** **L2:** States a valid physical environment **and** describes one feature of natural vegetation **and** explains one link with climate or soil **with** some detail or development in (ii) **or** (iii). **(5-7)** **L3:** States a valid physical environment **and** describes one feature of natural vegetation **and** explains one link with climate or soil **with** some detail or development in (ii) **and** (iii). **(8-9)**	**[9]**	
		(ii)	Describe, with detail, what the natural vegetation is like for your chosen physical environment.			
		(iii)	Explain <u>two</u> links between the natural vegetation and the climate and/or soil for your chosen environment.			
				Content Guide *Physical environment could be a type eg rainforest or a place eg Amazon Basin.*		

Question				Expected Answers	Mks	Rationale
				Most responses will focus on tropical rainforests, dry deserts, savannah, tundra.		
				Description should focus on type, range, density and characteristic features of natural vegetation eg tall trees with buttress roots, several layers, drip tip leaves.		
				Links should explain either how vegetation has adapted to climate and/or soil conditions or how climate and/or soil conditions affect the vegetation eg buttress roots due to shallow soils, dormant seeds due to dry climate.		
				Credit detail about climate eg data and or soil type as valid development if linked to vegetation.		
				No credit for crops or plantations as natural vegetation - but Max L1 for valid climate/soil links.		
				Maximum Level 1 if answered in general terms with no specific physical environment but valid **ideas** in (iii).		
				If only states a valid physical environment then 1 mark only.		
	4					**[Total: 25 marks]** **END OF QUESTION B4**

Question				Expected Answers	Mks	Rationale
B5			**This question is about Natural Hazards and People.** **You need to use Fig. 8a and Fig.8b in the Resource Booklet Insert.** **Study Fig. 8a, a database for the World's Ten Deadliest Volcanic Eruptions.**			
	(a)	**(i)**	**Which volcano caused the most deaths?**	1 mark for Tambora		
		(ii)	**What was the most common cause of death?**	1 mark for pyroclastic flows	**[2]**	
	(b)		**Study Fig. 8b, a map showing the global locations of the ten deadliest volcanic eruptions. Which two parts of the world have the greatest concentrations of deadly volcanic eruptions?**	1 mark for Indonesia/South East Asia, Caribbean/Central America, the North of South America	**[2]**	**No credit for a whole continent. Credit for precise location on a plate boundary.**
	(c)		**Give two reasons to explain why some volcanic eruptions caused more deaths than others.**	**L1:** Gives **one** valid reason. **(1-3)** **L2:** Gives a second reason **and** describes one with detail. **(4-5)** **L3:** Explains **two** reasons with detail. **(6)** ***Content Guide:*** *Reasons could include:* Strength/power of eruption-VEI scale *Material ejected by eruption eg pyroclastic flow* *Population/population density in area of eruption* *Awareness/preparedness of local people* *Level of technology/understanding to monitor volcano danger* *Emergency services/decision making.* *Correct reference to type of plate boundary.*	**[6]**	

Question			Expected Answers	Mks	Rationale
	(d)	**Use a detailed <u>labelled sketch</u> to explain how the movement of plates causes volcanic eruptions.**	**L1:** Basic diagram showing valid plate movement with arrows **or** simple valid idea/statement about how eruptions are caused by plate movement. **L2:** Basic diagram showing valid plate movement with arrows **and** simple valid idea/statement about how eruptions are caused by plate movement **with** idea labelled on diagram. **(4-5)** **L3:** Basic diagram showing plate movement with arrows **with** detailed labelled ideas to explain how volcanic eruptions are caused. **(6)** ***Content Guide:*** *Diagram could be a block diagram or cross section and will show either constructive/diverging margin or destructive/converging margin/subduction zone.* *Arrows will show movement of plates and direction of magma/volcanic materials.* *No credit for diagram of a volcano erupting without any reference to plate movement.* Max L1 if no diagram but valid ideas.	**[6]**	**No credit for collision zone diagrams.**

Question				Expected Answers	Mks	Rationale
	(e)		**CASE STUDY: Choose methods of protecting people and property for a type of natural hazard.**			
		(i)	**State the type of natural hazard**	**L1:** Names a valid natural hazard **and** describes a valid method of hazard protection.	**[9]**	
		(ii)	**Describe, with detail, the methods used to protect people and property from the effects of the natural hazard.**	**L2:** Names a valid natural hazard **and** describes a valid method of protection **and** explains how one protection method works **with** some detail or development in (ii) **or** (iii).		**Full credit available if one method explained in detail. Content in (ii) & (iii) <u>must</u> be related to hazard given in (I).**
		(iii)	**Explain, with detail, how successful these methods are in protecting people and property.**	**L3:** Names a valid natural hazard **and** describes a valid method of protection **and** explains how one protection method works **with** some detail or development in (ii) **and** (iii). **(8-9)**		
				Content Guide: *Named example not needed for full marks.* *Action/strategies will vary according to hazard chosen, references could include:* *Training of rescue workers/evacuation-emergency planning;* *Monitoring the hazard, restrictions on development in hazardous locations;* *Building design/regulations in earthquake areas.*		
				For volcanoes *monitor ground movements eg tiltmeter, radar images* *monitor changes in ground temperatures, gas emissions, and animal behaviour to predict eruption.* *Lava channels to divert flows and/or spraying water to cool lava for control.*		
				For tropical storms *monitoring of weather systems/building of shelters for tropical storms.* *Coastal afforestation to reduce power of storm surge.*		

Question	Expected Answers	Mks	Rationale
	For floods *monitor weather conditions, condition of stores, river discharge in catchment. Building of dams, ings, channels, retention basins, flood barriers/embankments, to divert/control flood levels, afforestation to reduce peak discharge/increase time lag.* *For droughts* *monitor weather/climate change, changes in vegetation Water supply/conservation methods, tree planting to reduce desertification,* *Development of drought resistant crops.* *For fires* *monitor temperatures/wind direction, fire breaks to control spread/path of fire.* *For Level 2/3 will need to explain how action taken has affected the frequency or magnitude or impact of the chosen hazard to save lives/protect property.* Candidates may use same case study as for QA1(e), the content must fit the above criteria. Maximum Level 1 if answered in general terms with no specific natural hazard if valid ideas in (ii) **and** (iii) **or** detail in either. If only names valid type of natural hazard = 1 mark.		
			[Total: 25 marks] **END OF QUESTION B5**

Question				Expected Answers	Mks	Rationale
C6			**This question is about Economic Systems and Development.** **You need to use Fig. 9 and Fig.10 in the Resource Booklet Insert.** **Study Fig.9, a photograph of workers in Shenzhen in China.**			
	(a)	**(i)**	**What job are the workers doing?**	1 mark for making/checking trainers or working in a factory or similar.		
		(ii)	**What type of economic activity does Fig 9 show? Underline the correct word.**	1 mark for secondary.	**[2]**	
	(b)		**Study Fig 10, a diagram showing China's top trading partners.**			
		(i)	**From which country does China import most goods?**	1 mark for Japan		
		(ii)	**To which country does China export most goods?**	1 mark for USA	**[2]**	
	(c)		**Suggest two reasons to explain why China has more trade with some countries than others.**	**L1:** Gives **one** valid reason. **(1-3)** **L2:** Gives a second reason **and** describes one with detail. **(4-5)** **L3:** Explains **two** reasons with detail. **(6)** *Content Guide:* *Reasons could include:* *China has trade agreements with some countries/restrictions on China's exports* *China needs to import goods/resources it cannot produce, these are usually from MEDCs* *Chinese goods are cheaper so other countries prefer to import them* *Some countries are near to China to reduce transport costs.* *Credit use of examples from Fig 10 for exemplification.*	**[6]**	**Credit ideas about why China might not trade with some countries.**

Question			Expected Answers	Mks	Rationale

	(d)	In the Summer of 2008 Beijing, the capital city of China, will host the Olympic Games.
		
		Explain <u>one</u> good point and <u>one</u> bad point of hosting the Olympic Games for the people of Beijing.
			L1: Gives a valid good point <u>**or**</u> bad point.
			                                        (1-3)
			L2: Gives a valid good point <u>**and**</u> bad point <u>**and**</u> explains one with detail
			                                        (4-5)
			L3: Explains good point <u>**and**</u> bad point with detail.
			
			Content Guide:
			Possible good points could include:
			construction jobs, increased trade/business due to visitors, improved infrastructure/sports facilities, improvements to make Beijing presentable to outside world. Credit multiplier effect.
			Possible bad points could include:
			increased traffic congestion/pollution, clearance of older, poorer communities to improve city's appearance/make way for prestige developments. Credit reference to human rights issues and political tensions.
			
			Must explain impact of idea on the lives of the people of Beijing for full L2/L3 marks.
				[6]	

Question				Expected Answers	Mks	Rationale
	(e)		**CASE STUDY: Choose a sustainable aid or investment programme.**			
		(i)	**State the name and location of the aid or investment programme.**	**L1:** States a valid aid or investment programme **and** describes one way in which money was spent/invested **or** makes one comment about sustainability. **(1-4)**	**[9]**	
		(ii)	**Describe, with detail, what the aid or investment money was spent on.**	**L2:** States a valid aid or investment programme **and** describes one way in which money was spent/invested **and** makes one comment about sustainability **with** some place detail or development in (ii) **or** (iii). **(5-7)**		
		(iii)	**Comment, with detail, on how sustainable the aid or investment programme is.**	**L3:** States a valid aid or investment programme **and** describes one way in which money was spent/invested **and** makes one comment about sustainability **with** some place detail or development in (ii) **and** (iii). **(8-9)**		
				Content Guide: *Aid/investment programme does not have to be LEDC based and could include reference to:* *Farming/food production* *Industry/job creation* *Improved health care/education/other services* *Regeneration of urban communities.* *Comments on sustainability should consider the future of the programme and may refer to:* *resource management, environmental impact, involvement of local people, appropriate technologies, resource conservation, passing on skills and ideas.* *Credit references to the unsustainability of the programme.* *If no specific aid/investment programme - maximum*		

Question				Expected Answers	Mks	Rationale
				Level 1 if valid ideas in (ii) **and** (iii) **or** detail in either.		
				If only mentions an aid organisation and its charity/fundraising - maximum Level 1.		
				Maximum 8 marks if location not given or inaccurate.		
				If only names a valid aid/investment programme = 1 mark.		
C6						**[Total 25 marks]** **END OF QUESTION C6**

Question				Expected Answers	Mks	Rationale
C7	**This question is about Population and Settlement.** **You will need to use Fig.11 and the Ordnance Survey Map Extract.** **Study Fig. 11, an advertisement feature for the city of Liverpool and the Ordnance Survey Map Extract which shows the centre of Liverpool.**					
	(a)		**Photo A in Fig.11 shows the Albert Dock; Photo B shows the Chinese Arch.**			
		(i)	**In which OS Map grid square is the Albert Dock?(labelled A on the OS map) Underline the correct number.**	1 mark for 3489		
		(ii)	**In which OS map grid square is the Chinese Arch? (labelled B on the OS map) Underline the correct number.**	1 mark for 3589	**[2]**	
	(b)		**Name two other visitor attractions shown on the OS Map Extract.**	1 mark per valid attraction eg Museums, Art Galleries, Boat Trips, Royal Liver Buildings, Cathedrals, Marina/Boating, Mersey Ferry, Sefton Park/Palm House, Brewery. Must be visible on map extract. No credit for other named parks.	**[2]**	**No credit for Albert Dock and Chinese Arch.**

Question		Expected Answers	Mks	Rationale
	(c)	**Photo A** at **Albert Dock** and **Photo C** at **Dingle (labelled C on the OS map) show two different types of inner city housing in Liverpool.** **Describe, with detail, <u>two</u> ways in which the housing at <u>A</u> is different to the housing at <u>C</u>.**	**L1:** Gives **one** valid way. (1-3) **L2:** Gives a second way **and** explains one with detail. **L3:** Explains **two** ways with detail. (6) *Content Guide:* *A are apartments, C are terraced houses, A are high rise, C are not;* *A have been refurbished/improved, C are in poor/run down condition;* *A were previously warehouses, C were originally built as houses;* *A nearer to city centre/CBD, C located further out.* *Credit ideas from photo and/or map evidence.*	**[6]**	**Difference given must include comparative language** **e.g.** *older, newer* **<u>or</u>** **two contrasting ideas within statement**
	(d)	**Sketch D** in **Fig. 11** shows a **planned retail development for the <u>Paradise Street Area</u>.** **Give <u>two</u> reasons to explain why this is a good location for a large retail development.**	**L1:** Gives **one** valid reason. (1-3) **L2:** Gives a second reason **and** explains one with detail. (4-5) **L3:** Explains **two** reasons with detail. (6) *Content Guide:* *Possible reasons could include:* *Central location means easy access for shoppers* *Established road network for suppliers and shoppers* *Shoppers can visit other city centre attractions/shopping areas* *Encourage shoppers to visit city centre to help other shops/businesses* *Prevent re-location of shops and businesses to out of town locations* *Brownfield site-easier to get planning permission, possible grants* *Serve needs of increasing residential population in city centre.*		

Question				Expected Answers	Mks	Rationale
	(e)		**CASE STUDY: Choose a settlement where there has been recent change.**			**Candidates could use resource Fig. 11 to gain full marks. i.e. Liverpool as a case study with reference to evidence in Fig. 11 for settlement change.**
		(i)	**State the name and location of your chosen settlement.**	**L1:** Gives name and location of valid settlement **and** describes one piece of evidence of change.	**[9]**	Recent change must be 1980 or after
		(ii)	**Describe, with detail, evidence of recent change in your chosen settlement.**	**L2:** Gives name and location of valid settlement **and** describes one piece of evidence of change **and** explains one way in which change has affected local people's quality of life **with** some detail or development in (ii) **or** (iii). **(5-7)**		
		(iii)	**Explain, with detail, how the change has affected the local people's quality of life.**	**L3:** Gives name and location of settlement **and** describes one piece of evidence of change **and** explains one way in which change has affected local people's quality of life **with** some detail or development in (ii) **and** (iii). **(8-9)**		
				Content Guide: *Can be rural settlement, hamlet or village; or urban settlement, town, city or conurbation.* *Full marks available if describes/explains growth/decline in part of a larger settlement e.g. city suburb.*		**Credit reasons for change in (ii).**
				References to evidence of settlement change could include: *Population change* *New building/demolition of residential areas* *Opening/closure/relocation of industries, shops and services* *Development of transport networks* *Planned redevelopment/regeneration schemes.*		

Question	Expected Answers	Mks	Rationale
	References to quality of life could include positive effects of change: *Better housing/living conditions* *Improved shops and services* *Increased job opportunities* *Less traffic congestion/pollution* *Healthier environment/less stressful.* *Or reverse of above for negative effects of change.* If no named or identifiable settlement – maximum 4 marks if valid ideas in (ii) **and** (iii) **or** detail in either. Maximum Level 1 if change not recent (before 1980) Maximum 8 marks if location not given or inaccurate. If only names a valid settlement = 1-2 marks		
C7			**[Total 25 marks]** **END OF QUESTION C7**

2403 Geography: Terminal Examination (Higher)

Question A1

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

Study Fig 1 below.

    (a)   **(i)**   **Which region has the highest total population?**

            (ii)   **Which region has the lowest percentage rate of unemployment?**   **[2]**

            (i)   One mark for Lombardy or Milan
            (ii)   One mark for Alto Adige

    (b)   **Briefly describe the regional pattern of GDP shown in Italy.**   **[2]**

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

        Content guide:
- *Highest in the north/lowest in the south (1 mark)*
- *Gradually declines in a southerly direction (2 marks)*
- *Area around Rome higher than nearby areas.*
- *Credit use of data.*

    (c)   **Suggest <u>two</u> possible reasons why some regions in Italy experience growth, while others decline.**   **[6]**

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

        Content guide:
- *North nearer EU 'hot banana'*
- *North is core area*
- *Quieter and more rural in south*
- *Government investment*
- *More pull factors*
- *Better access/relief*
- *Better infrastructure*
- *Climate.*

        NB Some will have studied this country, other will not. You are crediting understanding/geographical knowledge but not place knowledge/detail. Accept anything that is reasonable.

Study Fig 2 below.

(d) **What messages might this image communicate about regional differences in Italy?** **[6]**

Levels:
L1 Gives one simple message. **(1-3)**
L2 Two messages, one developed. **(4-5)**
L3 Develops two messages <u>OR</u> gives one very perceptive summary. **(6)**

NB **Accept additional messages as development**

Content guide:
• *People migrate away from poorer areas*
• *An ageing population is left behind*
• *The able leave*
• *Older people sometimes return*
• *It is difficult to support yourself in the poorer areas*
• *It is a vicious circle, with the poorer areas getting worse.*

(e) **For a natural hazard event that you have studied within the EU:**

(i) **Name and locate the natural hazard event;**

(ii) **With reference to specific place detail, describe the physical processes that caused the hazard and how human activities affected it.** **[9]**

Levels:
L1 Names and locates the natural hazard event, and gives two simple processes/activities **OR** develops one of them. **(1-4)**
L2 One process and one activity, and develops one 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 outside the EU.

[Total 25 marks]

Question A2

This question is about LEDCs.

Study Fig 3 opposite.

    (a) **Which two countries are estimated to have the highest population in 2050?** **[2]**

        1 mark for each of China and India.

    (b) **State two difficulties experienced in using this cartogram.** **[2]**

        1 mark for each correct difficulty.

        Content guide:
- *No scale*
- *The shape of countries has changed*
- *The size of countries has changed*
- *Not all countries are labelled*
- *Some islands are joined to other land (eg Sri Lanka)*
- *Scandinavia virtually disappears.*

Study Fig 4 below.

    (c) **Describe one positive and one negative effect of the rise in population shown in Fig 4.** **[6]**

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

        Content guide:
        Positive
- *Greater production/workforce*
- *More consumers/larger market*
- *Greater global influence.*

        Negative
- *Overpopulation (population greater than resources)*
- *Unable to feed itself/starvation*
- *Decrease in standard of living*
- *Increase in squatter settlements/shanty towns.*

(d)   **Explain <u>two</u> reasons why birth rates are usually higher in LEDCs than in MEDCs.**   **[6]**

        Levels:

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

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

        L3   Develops two explanations.   **(6)**

        Content guide:

- *More young adults in the age structure*
- *Greater illiteracy rates*
- *To support them in old age/fewer pension schemes*
- *To provide a source of income for the family*
- *Less availability of family planning/contraception*
- *To compensate for high IMR.*

(e)   **For an LEDC where you have studied population distribution:**

       (i)   **Name the LEDC;**

       (ii)   **With reference to specific place detail, describe and explain the pattern of population distribution. (An annotated sketch map would be an acceptable form of answer).**   **[9]**

        L1   Names the LEDC and gives a description and explanation of pattern in simple terms **OR** describes two areas.   **(1-4)**

        L2   Two areas of the country are explained, one with some place detail **<u>OR</u>** describes three areas, one explained with some place detail.   **(5-7)**

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

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

        Allow a region/settlement up to Max L1.

        Max marks possible from a well annotated sketch map.

                                        [Total 25 marks]

Question A3

This question is about More Economically Developed countries (MEDCs), outside the EU. Study Fig 5.

(a)   Estimate the latitude and longitude of the weather station at Timaru.   [2]

One mark for 44 degrees
One mark for 171 or 172 degrees.

The precise answers are 44 degrees 23 minutes South and 171 degrees 14 minutes East.

(b)   Describe how total annual rainfall changes across South Island.   [2]

One mark for a simple change
Two marks for a more complete description or two changes.

Content guide:
- *Declines eastwards*
- *Rapidly drops with a decline in height*
- *Declines quickly after Mt Cook and then evens out/declines very gradually*
- *Credit use of ratios/data for second mark.*

(c)   On the Insert (2403/RS), annotate the cross-section X-Y to explain why the places shown have different amounts of rainfall.   [6]

Levels:
L1   Annotates one reason in simple terms.   **(1-3)**
L2   Two reasons, one developed.   **(4-5)**
L3   Develops two reasons.   **(6)**

Content guide:
- *SW prevailing wind brings moisture*
- *Sea/ocean provides plenty of moisture*
- *Mountains cause relief rainfall*
- *Rising air cools and condenses*
- *Saturated air leads to rain over mts*
- *Rain shadow on leeward side*
- *Drier, sinking warm air on leeward side.*

Basically looking for an explanation of relief rainfall.

Max L2- (4 marks) if cross section not used.

Study Fig 6 below.

(d) **Use the photograph to help explain two ways that the physical landscape is likely to have influenced economic activity.**   **[6]**

Levels:
L1 Suggests one way in simple terms.   **(1-3)**
L2 Two ways, one developed explanation.   **(4-5)**
L3 Develops two explanations.   **(6)**

Content guide:
- *Mountains suitable for outdoor activities, such as skiing and walking*
- *Flatter land suitable for farming*
- *Coastal plain = residential use*
- *Coastal inlets = ports/harbours*
- *Scenery, lakes, mountains etc = tourism*
- *Coastline = tourism (credit knowledge of whale-watching in this area)*
- *Steep slopes = forestry*
- *Lakes could indicate HEP*
- *Accept sea = fishing*
- *Tectonic activity (negative and positive effects).*

(e) **For two contrasting regions that you have studied within an MEDC (outside the EU):**

(i) **Name and locate the two contrasting regions within the country;**

(ii) **With reference to specific place detail, describe three geographical differences between your chosen regions.**   **[9]**

Levels:
L1 Names and locates two regions, and gives a simple difference.   **(1-4)**
L2 Two differences developed, with some place detail
(**OR** three differences, one developed with some place detail).   **(5-7)**
L3 Develops three differences with specific place detail.   **(8-9)**

Max 6 if no comparative statements;
Max L1 if inappropriate scale of region chosen;(or if regions from different countries)
Max L1 if one or both regions in the EU/LEDC.

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

[Total 25 marks]

Question B4

This question is about Physical Systems and Environments.

Study Fig 7 opposite.

    (a)   **(i)**   **Name the main input into the river basin system.**
           (ii)   **Name <u>one</u> store shown on the map.**   **[2]**

               1 mark for each correct answer

           (i)   Rainfall or precipitation.
           (ii)   One of reservoir, lake, channel (river) or sea. (credit correct name)

    (b)   **There was an extreme rainfall event on 6th January.**

           (i)   **According to Fig 7, which storm hydrograph recorded the highest discharge?**
           (ii)   **According to Fig 7, which storm hydrograph shows the longest lag time?**
                                                  [2]

               1 mark for each correct answer

           (i)   Storm hydrograph Z.
           (ii)   Storm hydrograph Z or Y.

    (c)   **Identify which is the hydrograph for Kirkby Stephen. Using map evidence, give <u>two</u> reasons for your choice.**   **[6]**

               The answer is hydrograph X, but accept valid reasons for alternative choices

               Levels:
               L1   Gives one reason in simple terms.   **(1-3)**
               L2   Gives two reasons, one developed with evidence.   **(4-5)**
               L3   Develops both reasons with map evidence.   **(6)**

               Content guide:
             •   *Water arrives at earliest date/responds most quickly*
             •   *Lowest discharge*
             •   *No other tributaries shown to add to discharge*
             •   *Sharpest peaks*
             •   *Most peaks/most 'flashy'.*

(d)   **Suggest <u>two</u> ways that human activities might have contributed to the high discharge at Carlisle.**   **[6]**

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

       Content guide:
- *Letting water out of reservoirs*
- *Building impermeable surfaces around Carlisle and other settlements*
- *Deforestation*
- *Straightening the river channels*
- *Constructing flood protection upstream*
- *More intensive farming methods decreasing infiltration.*

(e)   **For a type of climate that you have studied:**

       (i)   **Name and locate the type of climate that you have chosen;**

       (ii)   **Using specific detail, describe and explain its main climatic features.**   **[9]**

       Levels:
       L1   Names and locates the chosen climate type, and describes and explains a simple feature **<u>OR</u>** describes two **<u>OR</u>** develops one description.   **(1-4)**
       L2   Two features explained, one with some detail.
             (**OR** three features, one explained with some detail)   **(5-7)**
       L3   Develops two answers with specific detail.   **(8-9)**

       Max. L1 for no identifiable climate.

       Candidates are required to study the climate of the British Isles and one contrasting type in each of an LEDC and MEDC.
       Also, accept a microclimate.

                                               [Total 25 marks]

Question B5

This question is about Natural Hazards and People.

Study Fig 8a and 8b below.

(a)   **Describe the location of the greatest concentration of the world's ten deadliest volcanic eruptions.**   **[2]**

     1 mark for each descriptive point about location.

     Content guide:
- *Mostly in Indonesia*
- *Around the 'Pacific Ring of Fire' (2 marks)*
- *In LEDCs*
- *In coastal areas*
- *On a plate margin/boundary.*

(b)   **State two types of plate boundary (margin) where volcanic eruptions are usually located.**   **[2]**

     1 mark for each valid type.

     Content guide:
- *Destructive plate margin (subduction zones or ocean trench)*
- *Constructive plate margin (mid-oceanic ridges)*
- *Island arc plate margin.*

(c)   **Draw a simple annotated diagram to show how the movement of plates can cause volcanic eruptions.**   **[6]**

     Levels:
     L1   Shows understanding by drawing or mentioning one simple idea.   **(1-3)**
     L2   Two ideas, one developed.   **(4-5)**
     L3   Links volcanic eruptions to plate movements well.   **(6)**

     NB Development could be good diagram skills.

     Content guide:
- *Destruction/melting of plate/crust*
- *Increase in friction = heat*
- *Build up of pressure*
- *Rising magma.*

     Max L1 for no diagram
     Max L2 if text separate

(d)   **Explain <u>two</u> reasons why some volcanic eruptions kill more people than others.**   **[6]**

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

Content guide:
- *More warning for some*
- *Lack of finance to deal with hazard*
- *Better prediction methods*
- *Evacuation*
- *Different emergency help/preparedness*
- *Different viscosity*
- *Different explosivity*
- *Location (eg under the sea kills few).*

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

        (i)   **State the natural hazard;**

        (ii)   **Using specific detail, describe the measures of hazard protection used;**

        (iii)   **How successful have the protection methods been?**   **[9]**

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

The intention is to choose a type of hazard, not a named event.
However do not penalise those that do the latter.
Max L1 for no named natural hazard or for a human hazard.
There is no reason why candidates cannot use the same case study as for QA1(e) or
Volcanoes – the tasks are different.

                                                               [Total 25 marks]

Question C6

This question is about Economic Systems and Development.

Study Fig 9.
     (a)   **(i)**   **From which country does China receive most imports by value?**
             (ii)   **To which country does China export most by value?**   **[2]**

             (i)   One mark for Japan
             (ii)   One mark for USA.

     (b)   **According to Fig 9, which product is:**

             (i)   **The top export from China?**
             (ii)   **The main food import to China?**   **[2]**

             (i)   One mark for computer components or similar
             (ii)   One mark for Soybeans.

     (c)   **Suggest <u>two</u> reasons why China trades more with some countries than with others.**   **[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:
             •   *More developed*
             •   *Closer to China*
             •   *Former Chinese territory – Taiwan*
             •   *Formerly communist – Russia*
             •   *NICs – S Korea, Singapore, Taiwan and Malaysia*
             •   *Pacific Rim links.*

(d) **This summer the 2008 Olympic Games will be held in Beijing, the capital of China. Suggest <u>two</u> ways that this might affect the quality of life of local people.**   **[6]**

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

Content guide:
* *Provides more employment/business opportunities*
* *Multiplier effect*
* *Better sporting and leisure facilities*
* *Better infrastructure*
* *More air pollution*
* *More congestion*
* *Price rises*
* *Appropriate human rights issues.*

For development, the link with quality of life must be clear.

(e) **For an area that you have studied (this could be at a global, national, regional or local scale) choose an economic activity that is changing:**

    (i)   **Name the specific economic activity and the scale of study;**

    (ii)   **With reference to specific detail, describe and explain <u>recent</u> changes in your chosen economic activity.**   **[9]**

Levels:
L1   Names the specific economic activity, describes and explains a change in simple terms
      OR gives two simple changes.   **(1-4)**
L2   Two changes explained, with some detail
      (**OR** three changes, one explanation, with some detail).   **(5-7)**
L3   Develops two answers, with specific detail.   **(8-9)**

Max L1 if economic activity not specific;
Max L1 if not post 1980 changes;
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.

Study the OS map extract on the separate sheet and Fig 10.

> **(a)** **(i)** **Give a four-figure grid reference for the Albert Dock (labelled A).**
> **(ii)** **Name the railway station at grid reference 342903.** **[2]**
>
> **(i)** One mark for 3489
> **(ii)** One mark for James St Station.

> **(b)** **For 2008 Liverpool is the 'European City of Culture'. State <u>two</u> pieces of map evidence for cultural attractions in Liverpool.** **[2]**
>
> One mark for each piece of evidence.
>
> ***Content guide:***
> - *Chinese Arch*
> - *Theatre*
> - *Museum*
> - *Art Gallery*
> - *Cathedral*
> - *University.*

> **(c)** **Photographs <u>A</u> and <u>C</u> show two types of inner city housing in Liverpool. Use evidence to describe differences between these two residential environments.**
> **[6]**
>
> **Levels:**
> **L1** Gives one simple difference. **(1-3)**
> **L2** Two differences, one developed. **(4-5)**
> **L3** Develops two differences. **(6)**
>
> **NB** **Accept additional differences as development, ie three differences = L2 and four = L3.**
>
> ***Content guide:***
> - *<u>A</u> apartments; <u>C</u> housing*
> - *<u>A</u> refurbished/regenerated' <u>C</u> not*
> - *<u>A</u> higher rise than <u>C</u>*
> - *<u>A</u> more gentrified/more upmarket than <u>C</u>.*
>
> **Max L2- (4 marks) for separate accounts**

(d)   **Explain <u>two</u> reasons why Paradise Street Area (labelled D) is a good location to be developed for retailing.**   **[6]**

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

       Content guide:
- *Growing residential population in the area*
- *Adjacent existing shops in the Central Area*
- *Flat relief that will make building easier*
- *Brownfield site – easier to get planning permission*
- *Amenity infrastructure already in place*
- *Roads already built for both suppliers and customers*
- *Sufficiently large site to attract attention.*

(e)   **For a settlement that you have studied where there has been population change:**

       (i)   **Name and locate the settlement;**

       (ii)   **With reference to specific detail, describe and explain the issues associated with this change.**   **[9]**

       Levels:
       L1   Names and locates the settlement with a problem/issue described and explained in simple terms
               OR describes two simple problems/issues.   **(1-4)**
       L2   Two problems/issues explained, with some place detail
               (**OR** three problems/issues, one explained with some place detail).   **(5-7)**
       L3   Develops two answers with specific place detail.   **(8-9)**

       Max L1 if scale larger than a settlement.
       Max L2 if only part of a settlement

                                                  [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)	3	2	1		6
QA1(d)		2	2	2	6
QA1(e)	5	2	2		9
TOTAL	8	7	5	5	25

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

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

Section B: PHYSICAL THEMES

Question B4	AO1	AO2	AO3	AO4	TOTAL
Q B4 (a)			1	1	2
Q B4 (b)				2	2
Q B4 (c)		2	2	2	6
Q B4 (d)	2	2	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)	2				2
Q B5 (c)	1	1	1	3	6
Q B5 (d)		3	3		6
Q B5 (e)	4	4	1		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)		2	3	1	6
Q C6 (d)	2	2	2		6
Q C6 (e)	5	4			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)		2	2	2	6
Q C7 (d)	2	2	2		6
Q C7 (e)	5	4			9
TOTAL	7	8	5	5	25

Grade Thresholds

General Certificate of Secondary Education
Geography C (Specification Code 1988)
June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g
2401F	Raw	60	-	-	-	44	37	30	24	18
	UMS	83	-	-	-	72	60	48	36	24
2401H	Raw	60	52	46	40	35	25	20	-	-
	UMS	120	108	96	84	72	60	48	-	-
2402	Raw	100	-	-	-	68	59	51	43	35
	UMS	139	-	-	-	120	100	80	60	40
2403	Raw	100	81	72	63	54	42	36	-	-
	UMS	200	180	160	140	120	100	80	-	-
2404	Raw	40	36	32	28	25	20	16	12	8
	UMS	80	72	64	56	48	40	32	24	16

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks (UMS)	279	-	-	-	240	200	160	120	80
Percentage in Grade	-	-	-	-	23.18	28.05	23.42	15.62	7.87
Cumulative Percentage in Grade	-	-	-	-	23.18	51.23	74.65	90.28	98.14

The total entry for the examination was 7179

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks (UMS)	400	360	320	280	240	200	160	-	-
Percentage in Grade	-	13.59	27.81	30.47	20.57	6.38	1.02	-	-
Cumulative Percentage in Grade	-	13.59	41.39	71.86	92.43	98.82	99.84	-	-

The total entry for the examination was 14 385

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	9.37	19.19	21.02	21.38	13.10	7.97	4.84	2.44
Cumulative Percentage in Grade	9.37	28.56	49.59	70.97	84.06	92.03	96.87	99.31

The total entry for the examination was 21 564

Statistics are correct at the time of publication.