

Candidate Name	Centre Number	Candidate Number



**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**General Certificate of Secondary Education**  
**GEOGRAPHY SPECIFICATION C (1988)**  
**DECISION MAKING EXERCISE**  
**FOUNDATION TIER**  
**SPECIMEN PAPER 2003**

**2401/F**

1 hour 45 minutes

**Enclosed with this specimen paper:**  
 Resource Booklet 2401/RB  
 Sketch diagram (2401/F/SD)  
**No additional materials are required.**

**TIME** 1 hour 45 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page.

Answer **ALL** questions.

You will be given marks for using information in the Resource Booklet to support your answers.

Write your answers in the spaces provided on the question paper.

Additional answer space is available on the lined pages at the back of this paper. Answers on these pages **must** be clearly numbered.

**INFORMATION FOR CANDIDATES**

The marks given in brackets [ ] provide a guide to the length of time you should spend on each task.

The total number of marks for this paper is 60.

You are reminded that the marking of continuous prose answers will take into account the quality of written communication.

Resources 1-10 are contained in the Resource Booklet.

The following abbreviations may be used:

MEDC - More Economically Developed Country

LEDC - Less Economically Developed Country

EU - European Union which includes the United Kingdom

FOR EXAMINER'S USE	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
Question 7	
Question 8	
Question 9	
Sub-Total	
QWC	
TOTAL	

**This question paper consists of 13 printed pages, 3 lined pages a Resource Booklet and an Insert.**

**SECTION 1: THE BACKGROUND****Question 1**

(a) Use **Resource 1, Fig. 1**, to answer these questions.

(i) How much water does a hosepipe use in a minute?

\_\_\_\_\_ [1]

(ii) What piece of household equipment costs most to use?

\_\_\_\_\_ [1]

(b) Use **Resource 1, Figs 2 and 3**, to answer these questions.

(i) Which period of three years was the **wettest** since 1981?

\_\_\_\_\_ [1]

(ii) How many drought orders were made in 1984?

\_\_\_\_\_ [1]

(iii) Suggest **two** reasons for the high number of drought orders in both 1995 and 1996.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**Question 2**

Use **Resource 2** to answer these questions.

- (i) What part of the UK loses **most** water through evaporation?

\_\_\_\_\_ [1]

- (ii) Give **one reason** why losses through evaporation are low in North West Scotland.

\_\_\_\_\_  
\_\_\_\_\_ [1]

- (iii) Give **two** reasons why the Thames Water region may have the most problems meeting the demand for water by the year 2020.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**Question 3**

Study the diagram **Resource 3** before answering this question.

Explain the location of:

**(i)** the reservoir,

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**and**

**(ii)** the sewage treatment works.

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[4]

**Question 4**

Study **Resources 2 and 5** before answering this question.

Why might it become **more** difficult to provide enough water in some parts of the UK in future?

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[2]



**SECTION 2: THE OPTIONS**

**Question 6**

Use the photographs in **Resource 6**, as well as your own knowledge, to help you answer this question.

Suggest how **LEDCs** could develop their water resources in **both rural and urban** areas.

**(a)** The rural areas

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**and**

**(b)** the urban areas

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[6]

**Question 7**

Study **Resource 7** which shows some ways of managing water resources in the future.

From the **Demand Management Column** choose **three** ways of managing the demand for water.

Explain the **advantages** and **disadvantages** of **each** of the three ways you have chosen.

**Choice 1**

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**Choice 2**

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**Choice 3**

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[6]



**Question 8**

Here are three different schemes for using and developing water resources.

They are taken from **the Supply Management Column of Resource 7.**

Choose **one** of them.

- (a) New Surface Water Storage (i.e. building new reservoirs).
- (b) Desalination (i.e. producing fresh water from the sea).
- (c) New ground water supplies (i.e. obtaining water from underground sources.)

For your chosen scheme, name a group of people who might be **in favour** of it and a **group** which may be **against** it.

Suggest reasons for the views of each group.

**Scheme** \_\_\_\_\_.

Group in favour \_\_\_\_\_ .

Reasons it is **in favour**:

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Group against \_\_\_\_\_ .

Reasons it is **against**:

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[4]

**[Total mark for Section 20]**

**[Turn over**

**SECTION 3: THE DECISION****Question 9**

All the resources may be helpful in this section but study Resources **8, 9 and 10** before you answer this question.

The region served by Wetshire Water plc is like many in this country and is shown on **Resource 10**. Other information about the region is available on **Resource 9**.

The Water Company is planning what it should do in the next ten years to develop its water in the most **sustainable** way.

Your task is to choose **the projects it should concentrate on**.

Choose **four** projects from the list below.

Give a **full explanation for each** of your choices and **include reasons for not choosing** the other projects.

**You may also label** the enclosed copy of **Resource 10** to show where you would put your choices.

**LIST OF CHOICES.**

1. Build another reservoir.
2. Drill for underground supplies.
3. Construct a pipeline to bring water from a high rainfall area beyond the Moorland.
4. Take more water from the river.
5. Re-use water after it has been returned to a river from the sewage works.
6. Install water meters.
7. Reduce leakages to a minimum.
8. Advertise ways of using less water.

**Choice 1**

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**Choice 3**

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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**GEOGRAPHY C (1998)**

**DECISION MAKING EXERCISE**

**FOUNDATION TIER**

**MARK SCHEME**

**SPECIMEN PAPER 2003**

**2401/F MS**

In all answers, accurate references to resources should be credited by one mark up to the question maximum. This does not apply to Ordnance Survey map questions where credit for using the map is already built into the mark scheme, and any questions where the candidate is specifically asked to quote a particular resource.

In many questions, the candidate is asked to make a judgement. The candidates should be credited provided the judgement is reasonable, does not conflict with information in the resources, and is supported with acceptable reasons. A variety of answers are accepted in this situation so the mark scheme cannot be definitive.

Where levels descriptions are used, the candidates should be rewarded full marks for the level providing that the level requirements have been met. Intermediate marks apply where the demands of the lower level have been exceeded but not those for the next level.

The levels approach to marking aims to reward higher order skills, the quality of discussion, and adherence to the requirements of the question. It is more appropriate to questions which expect a response in the form of extended writing and thus is used more for the higher tier questions rather than for the structured questions used in the foundation tier.

## SECTION 1: THE BACKGROUND

- 1 (a) (i) 10 litres. 1
- (ii) Automatic washing machine. 1
- (b) (i) 1992–94. 1
- (ii) Approx. 102–105. 1
- (iii) • Lower rainfall in 1995 and 1996.  
 • Water companies conserving supplies in case of further ‘dry’ years.  
 • Any reference to increase in demand.  
 • Water companies wasting water by leakage.  
 Any **two** reasons. 2  
*Do **not** allow references to temperature, as there is no evidence in Resource.*
- 2 (a) (i) Allow: Southern England/Lowland Britain or areas within it. 1
- (ii) “High Land” – must be qualified e.g. – lower temperatures. 1
- (iii) • Low annual rainfall.  
 • High evaporation rates.  
 • Higher consumer demand.  
 • Ground sources may not be replenished.  
 • Allow: High population density.  
 Any **two** reasons. 2
- 3 Allow one mark only for a purely descriptive point in each case, and one for an explanation.
- e.g. the reservoir.
- Near to the river (1 mark), coming from the high rainfall area of the highlands (1).
  - Above the town (1 mark), for ease of distribution (1 mark). 4
- 4 • The south and east may become warmer and drier, greater chance of hot summers in the future.
- Therefore as temperatures rise evaporation increases and if it is drier there is less water to replenish supplies.
  - It is expected that demand will continue to increase in future in most areas. 2
- 1 mark for each suggestion*

- 5 Up to 3 marks for identifying basic problems of water supply in LEDCs. E.g.
- Local availability,
  - Quality of water,
  - Transport of water to users,
  - Irregular supply,
  - Increasing demand,
  - Lack of capital.

Reserve 1 mark for UK comparison/problem.

**Also** allow 2 marks for LEDC problems and  
2 marks for UK problems.

4

**TOTAL MARKS FOR SECTION 1 : 20**

## SECTION 2: THE OPTIONS

## 6 (a) The rural areas

- Construct additional boreholes or wells to obtain water.
- The government could assist in providing expertise and aid to assist in new irrigation or sewage schemes.
- Assist local governments with the finance for larger structural developments, e.g. pipelines that will benefit larger areas.

## (b) The urban areas

- Improve and/or co-ordinate the development of planning requirements related to water supply and sewage treatment.
- Improve water supply and sewage treatment.
- Education programmes to reduce occurrence of water borne diseases.

*Vague repetition in (a) and (b) should only be credited once.*

*e.g. (a) they cover water supplies.*

*(b) collect water and keep it well covered.*

Marks 3+3 or 2+4 or 4+2

6

- 7 The candidate identifies an advantage and disadvantage in each case – 3 x 2 marks or max. 3 for a well-developed choice.

Allow: Saves money, saves money or costs money **only once** without any qualification.

e.g. *Metering and Pricing*

The candidates recognises that the water user may become much more careful if they are being charged for the water they use and this will encourage water only to be used when required.

BUT it may cause hardship to water users that are in low-income groups and lead to a number of related problems e.g. personal hygiene.

6

*Award no marks for a choice if candidate has copied out the box from Resource 7.*

## 8 The candidate correctly identifies a scheme.

*The candidate correctly identifies a group in favour/against and makes relevant points, to have access to more than 2 marks.*

*If no group or answer is related to the chosen group – award a maximum of 2 in each category.*

e.g. scheme (A)

The candidate names a group **for** the project and makes relevant points, e.g. A national construction company.

- A multi-million pound project which will increase profits and pleases the shareholders.
- The profits will provide capital for investments in the company.
- The company will be able to bid for similar projects at home or overseas.
- The company's work force would have greater job security for a time.
- After completion the company may well receive maintenance contracts.

The candidate names a group **against** the project and makes relevant points, e.g. local villagers.

- Loss of local farmland and/or countryside areas.
- Increased traffic and disturbance during the construction phase.
- May lead to an expansion in tourism in the area after completion with all the associated issues.
- May result in substantial losses to local wildlife.
- May result in the loss of some homes.

Max 4 marks in each category

**8**

**TOTAL MARKS FOR SECTION 2: 20**

### SECTION 3: THE DECISION

- 9 This question is designed to assess written communication by providing opportunities for extended writing and the use of structures appropriate to the task. Criteria for the assessment of written communication are included in the level descriptors.

The question provides opportunities for candidates to show:

- their knowledge of water resource issues
- an understanding of how in particular circumstances and environments these issues might be resolved
- skill in analysing the data available to reach a decision
- and present a well-structured answer written in good English, using geographical vocabulary and in a format appropriate to the task.

Progression through the levels is likely to be in terms of:

- use of resource booklet
- consideration of the costs and benefits of alternatives
- care in locating the choices on either the block diagram or in the text
- application of skills and understanding to the WWW context
- awareness of complexity of the issues
- use of own knowledge
- the use of an appropriate structure and the quality of written communication.

Given the timetable available, candidates cannot be expected to develop all these qualities at length. Candidates may produce a labelled sketch as well as written justifications but a great deal of detail or repetition in both should not be expected.

<b>Level 1:</b>	Makes one appropriate choice with a simple reason, and rejects one project with a simple reason, or makes three appropriate choices with simple reasons.	<b>1-4</b>
<b>Level 2:</b>	Makes four choices with simple reasons, and at least two rejections Spells, punctuates and uses the rules of grammar with reasonable accuracy, employing some specialist terms.	<b>5-8</b>
<b>Level 3:</b>	Makes four choices and rejects others, showing an adequate knowledge of relevant issues. Locates projects appropriately on the diagram or in the text. Makes some use of resources to support justification Spells, punctuates and uses the rules of grammar with reasonable accuracy along with appropriate specialist terms.	<b>9-12</b>
<b>Level 4:</b>	Shows a good knowledge of range of water resource issues and understanding of their relevance to the particular context of the question. Locates development plans appropriately on the diagram or in the text. Uses resource 9 and some of the other resources to support the answer. Spells, punctuates and uses the rules of grammar with considerable accuracy, along with appropriate specialist terms. Structures the explanations in a clear and logical way.	<b>13-16</b>
<b>Level 5:</b>	Fully develops reasons for choices and rejections, with own knowledge, reference to resources, or information about WWW Spells, punctuates and uses the rules of grammar with considerable accuracy, deploying a range of grammatical constructions and a wide range of specialist terms. Structures the explanations in a logical way, which is appropriate to the decisions to be made.	<b>17-20</b>

**TOTAL MARKS FOR SECTION 3: 20**

**[Turn over**

**GEOGRAPHY GCSE SPECIFICATION C  
ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES**

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

**PAPER THREE (FOUNDATION TIER)**

**SECTION ONE: THE BACKGROUND**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>TOTAL</b>
Question 1(a i)				1	1
Question 1(a ii)				1	1
Question 1(b i)				1	1
Question 1(b ii)				1	1
Question 1(b iii)			2		2
Question 2(b i)				1	1
Question 2(b ii)	1				1
Question 2(b iii)			2		2
Question 3(i & ii)			4		4
Question 4		2			2
Question 5		2		2	4
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>20</b>

**SECTION TWO: THE OPTIONS**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>TOTAL</b>
Question 6(a & b)	2	2		2	6
Question 7		2	3	1	6
Question 8	5	2	1		8
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>20</b>

**SECTION THREE: THE DECISION**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>TOTAL</b>
Question 9	2		8	10	20
<b>TOTAL</b>	<b>2</b>		<b>8</b>	<b>10</b>	<b>20</b>