

## **Geography B (Short Course)**

General Certificate of Secondary Education **A772/02**

Key Geographical Themes (Higher Tier)

## **Mark Scheme for June 2010**

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| Question |       |  | Expected Answers   | Mks | Rationale   |
|----------|-------|--|--|-----|---|
| 1        | (a)   | <b>Study Fig. 1, a storm hydrograph.</b>   |  |     |   |
|          | (i)   | <b>What was the peak discharge?</b>  | 10 (cumecs).   | [1] |   |
|          | (ii)  | <b>What is 'lag time'? Suggest <u>one</u> reason why lag time occurs.</b>  | Time between peak rainfall and peak discharge. Rainwater needs time to reach the river / moves overland or through soil to reach river channel. Water needs time to flow downstream to where discharge is recorded.  | [2] | 1 + 1<br>1 mark for definition<br>1 mark for explanation  |
|          | (iii) | <b>Describe <u>two</u> effects of the storm on river discharge. Use data from Fig. 1 to help describe each effect.</b> | <b>Effect:</b> Discharge increases quickly / steep rising limb to go above bankfull level;<br><b>Data:</b> so river floods for four hours / floods at 05.00 / bankfull discharge is 7 cumecs & peak discharge is 10 cumecs.<br><b>Effect:</b> Discharge decreases quickly from peak discharge as water is moved downstream;<br><b>Data:</b> river returns to same discharge level as before storm after 15 hours / discharge decreases from peak of 10 cumecs to 2 cumecs.<br><b>Effect:</b> Base flow increases<br><b>Data:</b> increase between 03.00 and 13.00/from 2.0 to 3.0 cumecs | [4] | 2 x 2<br>1 mark for each effect<br>1 mark for each piece of supporting data                       |
|          | (b)   | <b>Study Fig. 2, which shows part of a drainage basin.</b>   |  |     |   |
|          | (i)   | <b>Briefly describe <u>two</u> impacts of the reservoir on the discharge of the river at X.</b>                        | Reduces amount of discharge / lowers peak discharge / holds back discharge.<br>Results in more consistent discharge / level of flow Increases lag time.  | [2] | 2 x 1   |
|          | (ii)  | <b>Suggest <u>two</u> ways that planting forest will affect river discharge at Y. Explain how each</b>                 | <b>Effect:</b> Planting a forest will result in less discharge;<br><b>Explanation:</b> due to a large amount of evapo-transpiration.<br><b>Effect:</b> Lag time will be increased;<br><b>Explanation:</b> due to more interception by trees or   | [4] | 2 x 2<br>1 mark for each effect<br>1 mark for each explanation<br>No double credit of explanation |

|     |  |  |   |  |  |
|-----|--|--|---|--|--|
|     |  | <b>way will affect discharge.</b>  | due to slow infiltration rather than faster surface run-off.<br><b>Effect:</b> Lag time will be increased;<br><b>Explanation:</b> Infiltration is more likely because trees protect soil from rainfall so less soil compression.<br><b>Effect:</b> Lag time will be increased;<br><b>Explanation:</b> Roots in forest break up soil and encourage infiltration so there is less surface run-off.<br><b>Effect:</b> More even discharge<br><b>Explanation:</b> due to interception or infiltration |  | Credit explanation if description is missing |
| (c) | <b>Study Fig. 3, which shows the town of Tewkesbury during the flood of 2007. Tewkesbury is located on the flood plain of the River Severn. Explain why building on floodplains is likely to increase flooding.</b>  | Ideas such as:<br>Less interception/storage;<br>amount of natural vegetation will be reduced;<br>less evapo-transpiration so more run-off;<br>increase in surface run-off/water can't soak in;<br>due to more impermeable surfaces / roads / tarmac;<br>more groundwater flow reducing lag time;<br>as artificial drains allow rapid water flow to river;  | [4]   | 4 x 1<br><br>Ideas may be linked together but credit as separate points<br>OR<br>2 x 2<br>1 mark for basic idea, second mark for development   |  |
| (d) | <b>CASE STUDY– River valley and landforms.</b><br><br><b>Describe one or more landforms which are found in this river valley.</b><br><br><b>Explain how they have been formed. Use a labelled diagram or series of diagrams in your answer.</b><br><br><b>Include at least three different ideas, with detail.</b> | Case study will be marked using 3 levels:<br><b>0 marks</b><br>Response does not address the question<br><b>Level 1 (1–3 marks)</b><br>One or more relevant ideas which include limited detail. Ideas describe <b>and/or</b> explain the formation of landforms <i>with little or no development</i> .<br>Landforms are described and/or formation is explained in <i>basic terms</i> .<br>eg waterfall is a drop in the river;<br>formed when river erodes soft rock;<br>hard rock is undercut.<br>Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. | [8]   | <b>Level 1</b><br>1 limited detail idea or simple statement = 1 mark<br><br>2 limited detail ideas or simple statements = 2 marks<br><br>2 limited detail ideas or simple statements + named example.= 3 marks<br>OR<br>3 limited detail ideas or simple statements = 3 marks<br><br>Credit name of feature, eg waterfall to 1 mark max. |  |

| Question | Expected Answers  | Mks | Rationale   |
|----------|---|-----|---|
|          | <p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example of a river.</p> <p><b>Level 2 (4–6 marks)</b><br/> One to three relevant developed ideas. Ideas describe landforms <b>and/or</b> explain how these landforms are formed, <i>with development</i>. Landforms are described and/or formation is explained <i>clearly</i>;<br/> eg waterfall has a hard rock layer above softer rock;<br/> a waterfall is a sudden break in the long profile of the river;<br/> hard rock layer forms a barrier to erosion as the softer rock is eroded more easily.</p> <p>Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Full level 2 needs three developed ideas plus a relevant named example of a river. If no example limit to 5 marks.<br/> If no labelled diagram(s) limit to 5 marks.</p> <p><b>Level 3 (7–8 marks)</b><br/> At least three relevant developed ideas. Ideas <b>both</b> describe landforms <b>and</b> explain how they are formed, <i>with development</i>. Landforms are described or explained <i>clearly</i>.</p> |     | <p><b>Level 2</b><br/> 1 developed idea or statement = 4 marks<br/> 2 developed ideas or statements = 5 marks<br/> 3 developed ideas or statements = 6 marks</p> <p>Limit to 5 marks if no named example<br/> Limit to 5 marks if no labelled diagram(s)</p> <p><b>Level 3</b><br/> 3 developed ideas or statements which make a comprehensive answer (ie describe and explain) = 7 marks<br/> A comprehensive answer + place-specific detail = 8 marks</p> |

| Question | Expected Answers   | Mks         | Rationale |
|----------|--|-------------|-----------|
|          | <p>Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of at least one landform, (such as location, rock type). If no relevant place-specific detail limit to 7 marks.</p> <p><b>Content guide:</b><br/>River valley may be in any location</p> <p>Landforms may be from upper or lower course, eg waterfall, rapids, interlocking spurs, meander, oxbow lake, levees, floodplain, valley.</p> <p>Description of a waterfall:</p> <ul style="list-style-type: none"> <li>• sudden descent of river in its course</li> <li>• overhanging hard rock</li> <li>• hard rock layers over soft rock</li> <li>• plunge pool</li> <li>• debris in plunge pool</li> <li>• rapids.</li> </ul> <p>Explanation of formation:</p> <ul style="list-style-type: none"> <li>• erosion of softer rock</li> <li>• undercutting of hard rock</li> <li>• collapse of overhanging rock</li> <li>• retreat upstream</li> <li>• processes such as hydraulic action and corrosion.</li> </ul> |             |           |
|          | <b>Total</b>   | <b>[25]</b> |           |

| Question |     |   | Expected Answers   | Mks | Rationale   |
|----------|-----|---|--|-----|---|
| 2        | (a) | <b>Study Fig. 4, a map showing erosion on the Holderness coast of England.</b>                                      |  |     |   |
|          |     | (i) <b>Use the information in Fig. 4 to describe two ways that erosion has affected the Holderness coastline.</b>   | Coastline is now approx. 2 – 5 km further back<br>25 settlements have been lost (accept 24-26)   | [2] | 2 x 1<br><br>Not: a lot of villages lost/a lot of land lost/houses lost |
|          |     | (ii) <b>What evidence from Fig. 4 suggests that Withernsea is more at risk from coastal erosion than Aldbrough?</b> | Withernsea is near the coastline/on the coastline  | [1] |   |
|          | (b) | <b>Study Fig. 5, a photograph of coastal erosion at Knipe Point in England.</b>                                     |  |     |   |
|          |     | (i) <b>Give two pieces of evidence that these cliffs are being rapidly eroded.</b>                                  | Buildings are right on the edge of the cliff.<br>Slumping is evident / fallen material on slope / fallen material at base of cliff / tree roots visible<br>Fence is broken / has fallen down cliff / gardens eroded away | [2] | 2 x1  |

| Question |  |       | Expected Answers  | Mks | Rationale  |
|----------|--|-------|---|-----|--|
|          |  | (ii)  | <p><b>Describe the impact of coastal erosion on people and communities along coasts which are being rapidly eroded.</b></p> <p>Ideas such as:<br/>           loss of or damage to houses<br/>           people forced to move out of homes<br/>           value of properties on coast decrease<br/>           people cannot sell their house/can't get a mortgage<br/>           insurance premiums are very high because of danger<br/>           people can no longer insure their home<br/>           damage to communications / roads / railway<br/>           difficult to get along coast to nearby villages<br/>           impact on businesses / tourism / caravan parks on edge of coast<br/>           might be negative – less visitors due to loss of beach or might be positive – more sightseers visit local café<br/>           expensive to build coastal defences<br/>           arguments over whether stretches of coastline are worth protecting.</p>            | [4] | <p>4 x 1<br/>           Ideas may be linked together but credit as separate points<br/>           OR<br/>           2 x 2<br/>           1 mark for basic idea, second mark for development<br/>           No reserve mark for people or communities</p> |
|          |  | (iii) | <p><b>Describe and explain <u>two ways</u> in which an area such as the one shown in Fig. 5 could be protected against erosion.</b></p> <p><b>Description:</b> Gabions / boulder-filled wire cages revetments / wooden barriers rip raps or rock armour / large boulders and rocks<br/> <b>Explanation:</b> All are wave-resistant structures built at the foot of cliffs to absorb the energy of the breaking waves.</p> <p><b>Description:</b> Sea wall / concrete wall built in front of the cliffs<br/> <b>Explanation:</b> to deflect the power of waves and protect land behind the wall.</p> <p><b>Description:</b> Offshore breakwaters / concrete blocks<br/> <b>Explanation:</b> Force waves to break offshore; dissipates wave energy.</p> <p><b>Description:</b> Steel sheets erected in cliff face<br/> <b>Explanation:</b> Add strength to the cliff; protects the land behind it.</p> <p><b>Description:</b> Groynes / wooden breakwaters at right angles to cliff</p> | [4] | <p>2 x 2<br/>           1 mark for each description<br/>           1 mark for each explanation<br/>           Allow two different descriptions from gabions / revetments /rock armour group, but only credit same explanation once</p>                   |

| Question |  | Expected Answers  | Mks | Rationale  |
|----------|--|---|-----|--|
|          |  | <p><b>Explanation:</b> trap moving beach material; build up protective beach.</p> <p><b>Description:</b> beach replenishment / artificial beach</p> <p><b>Explanation:</b> serves as a natural barrier; forces wave to break before reaching cliff.</p>   |     |  |
|          | (iv) <b>Explain two arguments against coastline management.</b>  | <p>Arguments against:</p> <p>high cost of protection measures / high maintenance cost, scheme may not be cost effective;</p> <p>environmental impact of protection scheme / habitats lost;</p> <p>eyesore;</p> <p>disruption to local area/ tourism during construction, lost income may not be recovered if scheme is ineffective;</p> <p>protection measures affects longshore drift, knock – on effect further along coast.</p> <p>people should not interfere with natural coastal processes</p> <p>limited lifespan / effectiveness of scheme / defences get eroded</p> <p>defences make access to beach difficult</p> | [4] | <p>2 x 2</p> <p>1 mark for basic idea<br/>second mark for development</p>  |
|          | <b>CASE STUDY – coastal area and landforms</b><br><br><b>Describe one or more landforms which are found in this coastal area.</b><br><br><b>Explain how they have been formed. Use a labelled diagram or series of diagrams in your answer.</b><br><br><u>Include at least three</u> | <p>Case study will be marked using 3 levels:</p> <p><b>0 marks</b><br/>Response does not address the question.</p> <p><b>Level 1 (1–3 marks)</b><br/>One or more relevant ideas which include limited detail. Ideas describe <b>and/or</b> explain the formation of landforms <i>with little or no development</i>.<br/>Landforms are identified and/or described in <i>basic terms</i>;<br/>eg arch is a gap in the cliff;<br/>the sea has cut through the headland;<br/>stack becomes separated from the cliff.<br/>Demonstrates limited relevant knowledge and</p>   | [8] | <p><b>Level 1</b><br/>1 limited detail idea or simple statement = 1 mark</p> <p>2 limited detail ideas or simple statements = 2 marks</p> <p>2 limited detail ideas or simple statements + named example = 3 marks</p> |

| Question | Expected Answers  | Mks | Rationale  |
|----------|---|-----|--|
|          | <p><b>different ideas, with detail.</b></p> <p>information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example of a coastal area.</p> <p><b>Level 2 (4–6 marks)</b><br/>One to three relevant developed ideas. Ideas describe landforms <b>and/or</b> explain how these landforms are formed, <i>with development</i>. Landforms are described and/or explained <i>clearly</i>; eg a cave is enlarged by hydraulic action due to the pressure created as the waves break inside the cave; an arch is created when two caves join from opposite sides of the headland; when the roof of an arch collapses it leaves a stack separated from the main headland.</p> <p>Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Full level 2 needs three developed ideas plus a relevant named example of a coastal area. If no example limit to 5 marks.<br/>If no labelled diagram(s) limit to 5 marks.</p> <p><b>Level 3 (7–8 marks)</b><br/>At least three relevant developed ideas. Ideas <b>both</b> describe landforms <b>and</b> explain how they are formed, <i>with development</i>. Landforms are described and explained <i>clearly</i>.</p> |     | <p>OR<br/>3 limited detail ideas or simple statements = 3 marks</p> <p>Credit name of feature, eg spit, to 1 mark max.</p> <p><b>Level 2</b><br/>1 developed idea or statement = 4 marks<br/>2 developed ideas or statements = 5 marks<br/>3 developed ideas or statements = 6 marks</p> <p>Limit to 5 marks if no named example<br/>Limit to 5 marks if no labelled diagram(s)</p> <p><b>Level 3</b><br/>3 developed ideas or statements which make a comprehensive answer (ie describe and explain) = 7 marks<br/>A comprehensive answer + place-specific detail = 8 marks</p> |

| Question | Expected Answers  | Mks         | Rationale |
|----------|---|-------------|-----------|
|          | <p>Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of at least one landform (such as location, rock type). If no relevant place-specific detail limit to 7 marks.</p> <p><b>Content Guide:</b> Coastal area may be in any location</p> <p>Landforms may formed by erosion or deposition, eg cliffs, headland, wave-cut platform, cave, arch, stack, stump, beach, spit, tombolo, bar.</p> <p>Description of a stump:</p> <ul style="list-style-type: none"> <li>• cave is a hole at the base of a cliff;</li> <li>• arch is a hole cut through the cliff or headland;</li> <li>• stack is a former part of the cliff which is now separated from it;</li> <li>• stump is a small stack, often covered at high tide.</li> </ul> <p>Explanation of formation:</p> <ul style="list-style-type: none"> <li>• waves hit base of cliff / attack weakness;</li> <li>• erosion by hydraulic action, abrasion.</li> </ul> <p>Corrosion:</p> <ul style="list-style-type: none"> <li>• creates blowhole / weakness is enlarged;</li> <li>• cave is formed;</li> <li>• erosion of back wall / cave enlarged / caves created either side of headland;</li> <li>• sea breaks through headland to form an arch;</li> <li>• arch roof collapses to form stack;</li> <li>• stack worn away to become stump.</li> </ul> |             |           |
|          | <b>Total</b>  | <b>[25]</b> |           |

| Question |      | Expected Answers   | Mks  | Rationale   |
|----------|------|--|--|---|
| 3        | (a)  | <b>Study Fig. 6, an Oxfam advertisement for an aid project in Malawi, an LEDC in Africa.</b>           |  |   |
|          | (i)  | <b>Identify <u>three</u> different benefits which families in Malawi get from the cow loan scheme.</b> | <p>Milk<br/>           Manure increases soil fertility / good for crops (Not manure by itself)<br/>           Improved diet<br/>           Income / money from selling milk (Not just selling milk)<br/>           Buy food<br/>           Buy clothes / uniform<br/>           Buy pens etc for school (Not just buy pens)<br/>           Sell male calves</p>  | [3] 3 x 1<br><br>Ideas must link to Fig.6                             |
|          | (ii) | <b>Explain <u>two ways</u> in which this type of aid project is sustainable.</b>                       | <p>Benefit is passed on to other families; as calves are returned to loan scheme.<br/>           Project generates its own cycle of aid; doesn't depend on external inputs.<br/>           Leads to improvements in peoples' lives; better prospects for education, health<br/>           No shortage of cows; breed easily<br/>           Low technology; not expensive infrastructure / machinery<br/>           Can manage scheme themselves; no external influence; etc.</p> | [4] 2 x 2<br><br>1 mark for basic idea<br>second mark for development |

|  |     |      |  |     |  |
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|  | (b) | (i)  | <p><b>The project in Malawi is an example of long-term aid. Describe a different type of aid and explain how it is different from long-term aid.</b></p> <p><u>Short-term aid:</u><br/> <b>Description:</b> relief aid; solves immediate crisis – eg medical / food / blankets; used in response to natural disasters or war;<br/> <b>Difference:</b> not sustainable; withdrawn after crisis diminishes; not development aid.</p> <p><u>Bilateral aid:</u><br/> <b>Description:</b> given by one country directly to another; may be tied aid which must be spent buying goods and services from donor country;<br/> <b>Difference:</b> often funds a large-scale project such as a dam or power station; may be for political or strategic motives to create dependency.</p> <p><u>Non Governmental Organisations aid:</u><br/> <b>Description:</b> charities which rely on donations or money raised through appeals; projects targeted at helping people in most need;<br/> <b>Difference:</b> may be similar to relief aid in, eg drought-affected areas;</p> | [4] | <p>4 x 1</p> <p>Accept specific term or description of a type of aid or aid project (eg Comic Relief)<br/> Only credit one type of aid</p> <p>1 mark reserve for description of type of aid or explanation of difference</p> |
|  |     | (ii) | <p><b>Identify one quality of life indicator which can be used to measure the success of foreign aid. Briefly explain how it can be used to do this.</b></p> <p><b>QoL indicator:</b> literacy rate / % of population able to read,<br/> <b>Explanation:</b> indicates how people are able to access education;</p> <p><b>QoL indicator:</b> infant mortality rate / % of babies under 1 who die,<br/> <b>Explanation:</b> indicates improvement in anti-natal health care;</p> <p><b>QoL indicator:</b> average calorie intake per person:<br/> <b>Explanation:</b> indicates improvement in diet or access to food.</p> <p><b>QoL indicator:</b> death rate:<br/> <b>Explanation:</b> indicates improvement in vaccines, medicines, diet, food supply, water supply</p>  | [2] | <p>1 mark for QoL indicator<br/> 1 mark for explanation</p> <p>Indicator must be measurable</p>  |

|  |   |   |            |   |
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|  | <b>(c)</b> <b>Give two reasons to explain why some foreign aid projects are not successful.</b> | <p>Aid might be tied and mostly benefits the donor country; jobs for donor country's companies, boosts exports.</p> <p>May increase dependency of poor country on donor country; discourage development of its own industries or farming.</p> <p>Project may be inappropriate for needs of poor country; a large scale dam may cost too much to maintain.</p> <p>Ignores smaller, low technology projects such as water filters; these would be more effective in villages.</p> <p>Aid doesn't reach people who need it; corruption of politicians or government officials.</p> <p>Aid is wasted by inefficient or incompetent governments; infrastructure is incapable of distributing aid.</p> <p>Difficult to get aid to affected area; infrastructure has been destroyed</p> <p>Aid project is not followed through; lack of training to continue development</p> | <b>[4]</b> | 2 x 2<br><br>1 mark for basic idea<br>second mark for development |
|--|---|---|------------|---|

|  |   |  |                   |   |
|--|---|--|-------------------|---|
|  | <p><b>(d) CASE STUDY – an economic activity in an LEDC</b></p> <p><b>Explain why this economic activity is located in this LEDC.</b></p> <p><b>What factors might influence decisions about whether the named economic activity remains at this location in the future?</b></p> <p><b>Include at least <u>three</u> different ideas, with detail.</b></p> | <p>Case study will be marked using 3 levels:</p> <p><b>0 marks</b><br/>Response does not address the question.</p> <p><b>Level 1 (1–3 marks)</b><br/>One or more relevant ideas which include limited detail. Ideas explain reasons for location <b>and/or</b> describe factors which might influence decisions about future location <i>with little or no development</i>. Location reasons are identified and/or factors are explained in <i>basic terms</i>; eg cheap labour supply, large local market for products, hot climate, raw material may run out, soil becomes infertile.</p> <p>Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example.</p> <p><b>Level 2 (4–6 marks)</b><br/>One to three relevant developed ideas. Ideas explain reasons for location <b>and/or</b> describe factors which might influence decisions about future location, <i>with development</i>. Reasons are explained and/or factors are described <i>clearly</i>:</p> | <p><b>[8]</b></p> | <p><b>Level 1</b><br/>1 limited detail idea or simple statement = 1 mark<br/><br/>2 limited detail ideas or simple statements = 2 marks<br/><br/>2 limited detail ideas or simple statements + named example = 3 marks<br/>OR<br/>3 limited detail ideas or simple statements = 3 marks</p> <p><b>Level 2</b><br/>1 developed idea or statement = 4 marks<br/>2 developed ideas or statements = 5 marks<br/>3 developed ideas or statements = 6 marks</p> |
|--|---|--|-------------------|---|

| Question | Expected Answers   | Mks | Rationale   |
|----------|--|-----|---|
|          | <p>eg wages are lower in an LEDC so production is cheaper and profits are greater; a monsoon climate with high temperatures and heavy rain provide ideal conditions for rapid growth of rice; overgrazing by farmers leads to soil exhaustion and reduced yields which forces the people to move to marginal lands.</p> <p>Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Full level 2 needs three developed ideas plus a named example.<br/>If MEDC limit to 5 marks.</p> <p><b>Level 3 (7–8) marks</b><br/>At least three relevant developed ideas. Ideas <b>both</b> explain reasons for location <b>and</b> describe factors which might influence decisions about future location, <i>with development</i>. Reasons are explained and factors are described <i>clearly</i>.</p> <p>Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> |     | <p>Limit to 5 marks if no named example<br/>Limit to 5 marks if MEDC example</p> <p><b>Level 3</b><br/>3 developed ideas or statements which make a comprehensive answer (ie explain and describe) = 7 marks<br/>A comprehensive answer + place-specific detail = 8 marks</p> |

| Question | Expected Answers   | Mks | Rationale |
|----------|--|-----|-----------|
|          | <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example, (such as place name, type of raw material). If no relevant place-specific detail limit to 7 marks.</p> <p><b>Content guide:</b><br/>The chosen economic activity may be primary, secondary or tertiary, but must be in an LEDC.</p> <p>Reasons for location of manufacturing industry such as:</p> <ul style="list-style-type: none"> <li>• availability / cost of labour supply</li> <li>• requirement for specific type of labour</li> <li>• access to transport</li> <li>• national and international markets</li> <li>• government attitudes</li> <li>• raw material availability</li> <li>• capital availability.</li> </ul> <p>Reasons for location of farming activity such as:</p> <ul style="list-style-type: none"> <li>• physical factors – suitability of climate</li> <li>• soil type/ fertility</li> <li>• relief limitations</li> <li>• human factors – availability of labour</li> <li>• finance such as loans</li> <li>• markets for produce – subsistence or commercial</li> <li>• traditional practices</li> <li>• change in farming practice</li> <li>• appropriate technology.</li> </ul> |     |           |

| <b>Question</b> |  | <b>Expected Answers</b>   | <b>Mks</b> | <b>Rationale</b> |
|-----------------|--|---|------------|------------------|
|                 |  | <p>Decisions over future location may be affected by:</p> <ul style="list-style-type: none"> <li>• globalisation of industry</li> <li>• competition from other producers / products</li> <li>• change in government attitudes to world trade</li> <li>• exhaustion of raw materials</li> <li>• change in demand for product</li> <li>• environmental factors such as global warming, desertification</li> <li>• over-use of soil, eg overgrazing</li> <li>• migration of young to cities</li> <li>• development of new technology.</li> </ul> |            |                  |
|                 |  | <b>Total</b>  |            | <b>[25]</b>      |

| Question |       | Expected Answers  |   | Mks | Rationale  |
|----------|-------|---|---|-----|--|
| 4        | (a)   | <b>Study Fig. 7, pie charts showing the employment structure of three countries in 2008.</b>                                      |   |     |  |
|          | (i)   | <b>What is meant by secondary employment?</b>   | Working in manufacturing / making industry.   | [1] |  |
|          | (ii)  | <b>Use Fig. 7 to identify two ways in which the employment structure changes as countries become more economically developed.</b> | Decrease in primary employment.<br>Increase in secondary employment.<br>Increase in tertiary employment.  | [2] | 2 x 1  |
|          | (iii) | <b>Suggest reasons why the employment structures of Nepal (an LEDC) and USA (an MEDC) were so different in 2008.</b>              | In LEDC farming is subsistence; little mechanisation.<br>In LEDC little manufacturing; due to lack of factories or expensive machinery.<br>In LEDC little investment in services; although informal sector is growing.<br>In MEDC farming is mechanised; relative few workers are needed to operate a modern farm.<br>In MEDC more manufacturing due to higher level of investment; been developed over a long period of time.<br>In MEDC increased demand for services, eg health, education, tourism; due to higher standard of living.<br>In MEDC growth of research and development / technological industries; due to greater investment.<br>MEDCs are rich so can buy primary/secondary goods; so no need to produce in country | [4] | 4 x 1<br><br>Ideas may be linked together but credit as separate points<br>OR<br>2 x 2<br>1 mark for basic idea, second mark for development |

| Question |     | Expected Answers   | Mks   | Rationale   |
|----------|-----|--|---|---|
|          | (b) | <p><b>Study Fig. 8. It shows children working in the tertiary sector in an LEDC.</b></p> <p><b>Suggest <u>two</u> reasons why many children in LEDCs do this type of work.</b></p> | Ideas such as:<br>no training needed, so can begin to earn money immediately;<br>can set up own or family enterprise, don't need permission from authorities;<br>demand for services from rich / business people / tourists, large numbers on city streets;<br>little investment capital needed for equipment, suits people who have no savings;<br>no premises needed, which also saves money;<br>only way to earn money, can't get work in formal sector;<br>to support their family , family live in poverty;<br>children are cheap to employ; etc.                                    | [4] 2 x 2<br><br>1 mark for basic idea<br>second mark for development |
|          | (c) | (i) <b>Briefly describe <u>two</u> features of multi-national companies (MNCs).</b>  | the headquarters is in an MEDC<br>factories are in LEDCs.<br>located in many countries / global / worldwide.  | [2] 2 x 1   |
|          |     | (ii) <b>Give <u>two</u> reasons to explain the increasing globalisation of industry.</b>   | Industry is organised on a world-wide scale; leads to rapid growth of industry in LEDCs (NICs).<br>Companies can produce more cheaply; cheaper labour force / reduced power of trade unions.<br>Companies gain access to growing markets in LEDCs; increased output and profitability.<br>Companies gain access to markets without economic barriers / trade restrictions; such as tariffs or quotas.<br>Improvements in telecommunications, eg ICT / satellites; companies can easily control world-wide operations.<br>Improvement in transport, for transport of raw materials / goods | [4] 2 x 2<br><br>1 mark for basic idea<br>second mark for development |

| Question |  | Expected Answers   | Mks | Rationale  |
|----------|--|--|-----|--|
| (d)      | <p><b>CASE STUDY – multi-national companies</b></p> <p><b>Explain how the multi-national company affects local people and the overall economy of the country.</b></p> <p><b>Include at least three different ideas, with detail.</b></p> | <p>Case study will be marked using 3 levels:</p> <p><b>0 marks</b><br/>Response does not address the question.</p> <p><b>Level 1 (1–3 marks)</b><br/>One or more relevant ideas which include limited detail. Ideas describe effects on people in the local area <b>and/or</b> the country overall <i>with little or no development</i>. Effects are identified or described <i>in basic terms</i>; eg jobs are created; people work long hours; new industry helps the economy of the country.</p> <p>Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example.</p> <p><b>Level 2 (4–6 marks)</b><br/>One to three relevant developed ideas. Ideas describe effects on people in the local area <b>and/or</b> the country overall, <i>with development</i>. Effects are described <i>clearly</i>; eg many jobs for local people who have more money to spend in local shops; factories produce dangerous chemicals which spill into local rivers, people use this water and become ill.</p> | [8] | <p><b>Level 1</b><br/>1 limited detail idea or simple statement = 1 mark<br/>2 limited detail ideas or simple statements = 2 marks<br/>2 limited detail ideas or simple statements + named example = 3 marks<br/>OR<br/>3 limited detail ideas or simple statements = 3 marks</p> <p><b>Level 2</b><br/>1 developed idea or statement = 4 marks<br/>2 developed ideas or statements = 5 marks<br/>3 developed ideas or statements = 6 marks<br/>Limit to 5 marks if no named example</p> |

| Question | Expected Answers  | Mks | Rationale  |
|----------|---|-----|--|
|          | <p>MNC brings a lot of money into the country, so the government is forced to ignore illegal pollution.</p> <p>Demonstrates some relevant knowledge based on a range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Full level 2 needs three developed ideas plus a named example.<br/>If no example limit to 5 marks.</p> <p><b>Level 3 (7–8) marks</b><br/>At least three relevant developed ideas. Ideas describe effects on <b>both</b> people in the local area <b>and</b> the country overall, <i>with development</i>. Effects are described <i>clearly</i>.</p> <p>Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example (such as place name, type of jobs).<br/>If no relevant place-specific detail limit to 7 marks.</p> |     | <p><b>Level 3</b><br/>3 developed ideas or statement s which make a comprehensive answer (ie effects on local people + country overall) = 7 marks<br/>A comprehensive answer + place-specific detail = 8 marks</p> |

| Question | Expected Answers   | Mks         | Rationale |
|----------|--|-------------|-----------|
|          | <p><b>Content guide:</b><br/> Example can be in any country<br/> Effects on people in the local area include both benefits and disadvantages.<br/> Benefits such as:</p> <ul style="list-style-type: none"> <li>• job creation;</li> <li>• higher wages than other local employers;</li> <li>• multiplier effect of these higher wages;</li> <li>• training to improve individuals' skill level;</li> <li>• investment in local infrastructure;</li> <li>• demand for new resources leads to another cycle of growth and creates more new jobs.</li> </ul> <p>Disadvantages such as:</p> <ul style="list-style-type: none"> <li>• local people don't have access to highly skilled jobs;</li> <li>• often the number of jobs created is small;</li> <li>• profits go back to home country rather than helping to develop local infrastructure;</li> <li>• development of roads or airports of little benefit to local people;</li> <li>• pollution from factories;</li> <li>• little attention paid to health and safety regulations.</li> </ul> <p>Effects on economy of the country overall could be positive or negative.</p> <ul style="list-style-type: none"> <li>• earns foreign currency;</li> <li>• stimulates further economic development;</li> <li>• raw materials / components are imported so no benefit to country;</li> <li>• MNC becomes so powerful that it can influence government decisions.</li> </ul> <p>The case study can be chosen from any country.</p> |             |           |
|          | <b>Total</b>   | <b>[25]</b> |           |

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