

Geography B

General Certificate of Secondary Education (**Short Course**)

Unit **A772/01**: Key Geographical Themes (Foundation Tier)

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Question		Expected Answers	Marks	Rationale
1	Use Fig. 1 in the Resource Booklet and the OS map extract.			
(a)	Study Fig. 1 , a photograph of the River Esk at Whitby, and the OS map extract.			
(i)	State the number of the A road which crosses the River Esk in Fig. 1	(A)171	[1]	
(ii)	Give the 4 figure grid reference of the grid square where the A road crosses the river.	8910	[1]	
(iii)	In which direction was the camera pointing when the photograph Fig. 1 , was taken? Circle the correct answer.	North East	[1]	
(b)	Fig. 1 shows the lower course of the River Esk. Describe the river landforms shown in Fig. 1 .	1 mark for each valid landform and/or landscape feature and/or second mark if developed with descriptive detail Content Guide: <i>Wide river/ wide channel, river mouth, estuary, gentle gradient, meanders, floodplain/flat land, confluence, tributary, slip off slope, point bar, island, river cliff.</i> Credit for descriptions of valid features e.g. meander, a bend in the river (2 marks)	[4]	4 x 1 or 2 x 2 = 4 marks 4 marks for list of 4 valid features No credit for lower course landforms not shown in Fig. 1 e.g. delta No credit for human features e.g. harbour, embankment

Question		Expected Answers	Marks	Rationale
(c)	The upper course of the river has different landforms. Describe the river landforms in the upper course of a river.	1 mark for each valid landform and/or landscape feature and/or second mark if developed with descriptive detail Content Guide: <i>Narrow river channel, river valley will be narrow, with steep V- shape, interlocking spurs, waterfalls, gorge, rapids, potholes, source, spring, tributaries, confluences</i> Credit for descriptions of valid features e.g. waterfall, a vertical drop in the river course (2 marks) Credit valid reference to lower course landforms if described in comparative terms e.g. meanders in upper course are smaller/straighter.	[4]	4 x 1 or 2 x 2 = 4 marks 4 marks for list of 4 valid features
(d) (i)	Labels X and Y are on a bend in the river. What is the correct landform name for a bend in a river?	Meander	[1]	1 x 1
(d) (ii)	Find the labels X and Y on Fig. 1 . At which place, X or Y will erosion be happening? At which place, X or Y will deposition be happening?	Erosion = Y Deposition = X	[1]	1 x 1 Both correct for 1 mark

	Question	Expected Answers	Marks	Rationale
(e)	<p>Explain why erosion and deposition will take place on different sides of the bend in the river.</p> <p>You may draw a labelled diagram as part of your answer</p>	<p>Max 3 marks for ideas to explain why erosion on outer bend Max 3 marks for ideas to explain why deposition on inner bend</p> <p>Content Guide: <i>Deeper/faster/ flow on outer bend, river has more energy/ stronger/more powerful to erode/remove material. Shallower/slower/ flow on inner bend, river has less energy/ weaker/less powerful river has less energy and deposits load</i></p> <p>Credit erosion processes if linked to explanation e.g. hydraulic action where there is faster flow on outside of bend</p>	[4]	<p>Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation</p> <p>No credit for stating/showing erosion on outer/deposition on inner [same as Q d(ii)]</p> <p>No double credit for repetition of idea in text and diagram.</p>

	Question	Expected Answers	Marks	Rationale
(f)	<p>CASE STUDY: An example of a place where river flooding is managed.</p> <ul style="list-style-type: none"> • Name your chosen place. • Describe, with detail, the effects of flooding at your chosen place. • Describe, with detail, the methods used to manage river flooding at your chosen place. 	<p>Case study will be marked using 3 levels</p> <p>0 marks No response given or response does not address the requirements of the question.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding Names a valid example and describes one basic idea</p> <p>Names a valid place affected by river flooding and Gives a basic description of one effect of river flooding or Gives a basic description of one method used to manage flooding</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding Names a valid example, describes a basic idea in each section, with one section developed with detail.</p> <p>Names a valid place affected by river flooding and Gives a basic description of one effect of river flooding and Gives a basic description of one method used to manage flooding</p>	<p>[8]</p>	<p>Examiners are reminded that quality of written communication is integral within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2–L3.</p> <p>Named place can be a river, settlement or region affected by river flooding.</p> <p>Bangladesh is the only valid whole country example.</p> <p>L1 (1 mark) if only gives a valid named river/credible place</p> <p>If no valid named place: Max L1 (1/2 marks) if valid ideas for effects or methods</p> <p>If no valid named place: Max L2 (4/5 marks) if valid ideas for both effects and methods</p>

	Question	Expected Answers	Marks	Rationale
		<p>and develops the description of the effects or the methods with valid detail or additional ideas</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (7-8 marks)</p> <p>Demonstrates good knowledge and understanding Names a valid example, with both sections developed with detail, including place specific detail</p> <p>Names a valid place affected by river flooding</p> <p>and develops both the description of the effects and the methods with valid detail or additional ideas with some credible place-specific detail</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated very clearly.</p> <p>Content Guide <i>Flood effects could include: Damage destruction of property and infrastructure, loss of life/injuries, homelessness not being able to return to home, destruction of crops, distress/upset for victims</i> <i>Flood management methods could include: Monitoring of precipitation/discharge for flood warning system, construction of flood barriers/embankments, flood control dams, storage basins, flood channels, increased drainage, restricting development on floodplains, afforestation of catchment areas, increased green space in urban areas, education/awareness of public</i></p>		<p>L3 (7 marks) if both sections are developed but without any credible place-specific detail</p>

	Question	Expected Answers	Marks	Rationale
		<p><i>Credible place detail could include accurate number data such as flood levels, date(s), casualties and/or other place names/names of features such as name of river/tributaries, streets/districts affected in addition to named example given</i></p> <p>Accept additional location information for place detail.</p>		
2	Use the OS map extract and Fig. 2 in the Resource Booklet.			
(a)	Study the OS map extract and the map key. Complete the table by writing the correct coastal feature for each grid square, from the selection below.	8514 = flat rock (accept mud or mud and shingle) 8811 = sand 8612 = shingle	[3]	3 x 1
(b)	Study Fig. 2 a photograph of Saltwick Bay. Identify two coastal landforms shown in Fig. 2	1 mark for each valid landform shown in Fig. 2 Content Guide <i>Stack, cliff, beach, wave cut platform, wave cut notch</i>	[2]	2 x 1 No credit for cave, arch, cove, wave cut notch.
(c)	Describe two processes of erosion which will affect the landforms at Saltwick Bay.	1 mark for naming or describing a valid process. Additional marks are awarded for describing how erosion takes place/operates. Maximum 3 marks for one process. Content Guide <i>Hydraulic Action = force of water, air forced into cracks</i> <i>Abrasion/Corrasion = waves pick up sand/pebbles, hurled against cliffs/features</i> <i>Corrosion/Solution = sea water dissolves soluble material in the rock</i> <i>Attrition = pebbles hit each other to become smaller and rounder.</i>	[4]	2 x 2 or 3 + 1 Can achieve full marks for detailed descriptions without naming the processes no credit for use of word erosion if not linked to how process operates No credit for weathering or vague idea of waves hitting coastline.

	Question	Expected Answers	Marks	Rationale
(d)	Explain how rock type (geology) can affect coastal landforms.	<p>1 mark for each valid idea Additional marks for exemplification and/or explanation and/or links to landforms</p> <p>Content Guide: <i>Softer rocks easier to erode e.g. boulder clay</i> <i>Harder rocks more resistant e.g. granite</i> <i>Softer rocks= landslides and slumping</i> <i>Harder rocks= caves, arches, stacks</i> <i>Headlands and bays due to different rock types</i></p> <p><i>Joints/faults/cracks which can be widened e.g. limestone</i> <i>Creates landforms such as caves, arches, stacks</i></p> <p><i>Solubility, limestone and chalk – calcium carbonate which is dissolved by sea water (corrosion)</i></p> <p>Credit for valid named examples e.g. Old Harry</p>	[4]	<p>4 x 1 or 2 x 2 or 3 + 1</p> <p>No double credit for soft and hard rock ideas</p>
(e)	Describe the process of longshore drift. You may draw a labelled diagram as part of your answer	<p>Must include ideas about both swash and backwash for full marks</p> <p>Content Guide: <i>Longshore drift moves material along the coastline.</i> <i>Valid zig-zag pattern.</i> <i>Waves approach the beach at an angle (swash)</i> <i>Swash carries material up the beach at the angle of approach.</i> <i>Backwash carries material straight back down the beach at 90° to the coastline, under influence of gravity.</i></p>	[4]	<p>4 x 1</p> <p>Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation</p> <p>No double credit for repetition of idea(s) in text and diagram.</p>

	Question	Expected Answers	Marks	Rationale
(f)	<p>CASE STUDY: An example of a place where coastal erosion is managed.</p> <ul style="list-style-type: none"> Name your chosen place. Describe, with detail, the effects of coastal erosion on your chosen place. Describe, with detail, the methods used to manage coastal erosion at your chosen place. 	<p>Case study will be marked using 3 levels</p> <p>0 marks No response given or response does not address the requirements of the question.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding Names a valid example and describes one basic idea</p> <p>Names a valid place where coastal erosion is managed and Gives a basic description of one effect of coastal erosion or Gives a basic description of one method used to manage coastal erosion</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding</p> <p>Names a valid example, describes a basic idea in each section, with one section developed with detail.</p> <p>Names a valid place where coastal erosion is managed and Gives a basic description of one effect of coastal erosion</p>		<p>Examiners are reminded that quality of written communication is integral within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2–L3.</p> <p>Named place can be a settlement e.g. Hornsea region e.g. Yorkshire coast stretch of coastline e.g. Holderness Coast</p> <p>L1 (1 mark) if only gives a valid named place</p> <p>If no valid named place: Max L1 (1/2 marks) if valid ideas for effects or methods</p> <p>If no valid named place: Max L2 (4/5 marks) if valid ideas for both effects and methods</p>

	Question	Expected Answers	Marks	Rationale
		<p>and Gives a basic description of one method used to manage coastal erosion</p> <p>and develops the description of the effects or the methods with valid detail or additional ideas</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (7-8 marks) Demonstrates good knowledge and understanding</p> <p>Names a valid example, with both sections developed with detail, including place specific detail</p> <p>Names a valid place where coastal erosion is managed</p> <p>and develops both the description of the effects and the methods with valid detail or additional ideas with some credible place-specific detail</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated very clearly.</p> <p>Content Guide <i>Coastal erosion effects could include: Damage, destruction of property and infrastructure, not being able to return to home, loss of farm land, inability to insure/sell property at risk, distress/upset for victims</i></p>		<p>L3 (7 marks) if both sections are developed but without any credible place-specific detail</p>

	Question	Expected Answers	Marks	Rationale
		<p><i>Coastal management methods could include: hard engineering such as concrete sea walls, rock armour/barriers, groyne, beach replenishment, drainage pipes in cliffs and managed retreat, compensation for loss of land/property</i></p> <p><i>Credible place detail could include accurate number data such as erosion rates, date(s), properties lost and/or other place names/names of features such as names of, streets/districts/settlements affected in addition to named example given</i></p> <p>Accept additional location information for place detail.</p>		

Question		Expected Answers	Marks	Rationale
3	Use Fig. 10 in the Resource Booklet.			
(a)	Study Fig. 10 , a map showing the Human Development Index (HDI) for the countries of the world. Use information about the named countries on Fig. 10 to complete the gaps in this table.	1 mark for Spain 1 mark for low 1 mark for Mali	[3]	3 x 1 mark
(b)	One of the Human Development Index (HDI) measures is life expectancy. What does 'life expectancy' mean?	1 mark for measures how long people are expected to live in years second mark for this is an average	[2]	2 x 1
(i)	Give two reasons why some countries have high life expectancy.	1 mark per valid reason, explanation not needed Content Guide: <i>Better health care, higher standard of living, good diet, access to clean water, wealth</i>	[2]	2 x 1
(ii)	Life expectancy is one measure of development. State two other measures of development and explain how each one can show a country's level of development.	1 mark for valid measure of development second mark for explanation of how it shows development Content Guide: <i>Credit economic measures such as GDP/GNP per capita, Trade Balance, National Debt, Imports/Exports, Employment Structure</i> <i>Credit health related measures such as Infant Mortality Rate, Death Rate, Birth Rate linked to education/career opportunities/family planning/access to contraception, HIV/Aids infection rates, Daily Food Consumption</i> <i>Credit access to services such as Access to Primary/Secondary education, Adult literacy</i> <i>Safe/Clean Water; Households with Electricity, Doctors per person, Internet Access</i>	[4]	2 x 2

	Question	Expected Answers	Marks	Rationale
(d)	Explain how an aid charity, such as Action Aid, could use the HDI map, Fig. 10 , to decide where to locate its aid projects.	1 mark for identify countries most in need of aid second mark for detail/elaboration eg very low HDI scores Credit use nearby higher scoring countries to help	[2]	2 x 1 No credit for naming countries/regions/continents in need of aid unless linked to HDI score No credit for map colours/scores unless linked to development No credit for type of aid
(e)	MEDCs give aid to LEDCs to help with their development. Explain one benefit and one problem for LEDCs of aid given by MEDCs.	1 mark for valid benefit/problem second mark for explanation of why good/bad for LEDCs Content Guide <i>Benefits could include emergency aid/relief saves lives, financial aid can help to start/sustain developments in education, health, industry</i> <i>technical aid can support economic activities, energy supply</i> <i>Problems could include dependency on outside aid, undercutting of local production/businesses/markets</i> <i>Focus on large capital projects which do not help people most in need</i> <i>Aid linked to products from MEDC donor which may be costly, undermine LEDCs products/development</i> <i>LEDC corruption prevents aid from reaching those in need</i>	[4]	2 x 2

	Question	Expected Answers	Marks	Rationale
(f)	<p>CASE STUDY: An example of an aid project in an LEDC.</p> <ul style="list-style-type: none"> • Name and locate an aid project. • Describe, with detail, the main features of the aid project. • How sustainable is the aid project? Give detail in your answer. 	<p>Case study will be marked using 3 levels</p> <p>0 marks Response does not address the requirements of the question.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding Names a example and gives one basic idea</p> <p>Names a valid LEDC place and Gives a basic description of one feature of a valid aid project or one idea about the sustainability of aid</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding Names a valid example and gives one basic idea in each section, with one developed with detail</p> <p>Names a valid LEDC place Gives a basic description of one feature of a valid aid project and one idea about the sustainability of aid</p> <p>and develops the description of the feature(s) or sustainability with valid detail or additional ideas</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p>		<p>Examiners are reminded that quality of written communication is integral within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2–L3.</p> <p>L1 (1 mark) if only gives a valid aid project</p> <p>Max L1 (2 marks) if ideas for features or sustainability without a valid aid project</p> <p>Max L2 (5 marks) if ideas for features and sustainability without a valid aid project</p>

	Question	Expected Answers	Marks	Rationale
		<p>Level 3 (7-8 marks) Demonstrates good knowledge and understanding Names a valid example, with both sections developed with detail, including place specific detail</p> <p>Names a valid LEDC place</p> <p>and develops the description of the project's features and ideas about sustainability with some credible place-specific detail</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated very clearly.</p> <p>Content Guide:</p> <p>Credit valid location as a developed point</p> <p><i>Aid project can be based on international aid, investment, Government scheme, NGO scheme</i></p> <p><i>Aid project features could include Changes in farming methods/outputs, provision of health/education/family planning services, provision of clean water supply, new housing, changes in transport infrastructure, energy production, industrial development/job creation, access to ICT opportunities</i></p> <p><i>Comments on sustainability should consider the future of the project and may refer to resource management, environmental impact, involvement of local people, appropriate technologies, resource conservation, passing on skills and ideas. Credit references to how unsustainable the development project may be</i></p>		<p>L3 (7 marks) if both sections are developed but without any credible place-specific detail</p> <p>No credit for describing fund raising activities of aid charities or aid charity events</p>

	Question	Expected Answers	Marks	Rationale
		<i>Credible place specific detail could include data linked to project eg costs, amount of output/people involved and/or place names within chosen LEDC affected by the aid project</i>		
4	Use Figs 11 and 12 in the Resource Booklet.			
(a) (i)	Study Fig. 11 , a photograph showing inside a car assembly factory. What type of economic activity is this? <u>Circle</u> the correct answer.	Secondary	[1]	1 x 1
(ii)	Briefly explain your answer.	1 mark for valid reason <i>eg manufacturing/making cars/a product or similar</i>	[1]	1 x 1
(b) (i)	Study Fig. 12 , which shows the Nissan car assembly factory near Sunderland, UK. Describe one feature of the factory buildings.	1 mark for a valid idea <i>eg they are large, rectangular, linked to each other, not very tall, one/two storeys high, white</i>	[1]	1 x 1
(ii)	State two features which show why this is a good location for a large industry like Nissan.	1 mark per valid idea <i>eg large area/site, flat land, near main roads</i>	[2]	2 x 1 Explanation not required No credit for near to workers
(c)	Most car production in the UK is done by multinational companies (MNCs) which have factories in many countries. Suggest why these multinational companies (MNCs) invest in the UK.	1 mark for each valid reason and/or second mark if developed with detail/explained Content Guide: <i>MEDCs like UK are wealthier, population can afford products/services, access to markets/consumers More developed infrastructure, may receive Government incentives/support re: setting up costs Need to be based in market country to sell products/services and avoid trade tariffs</i>	[4]	4 x 1 and/or 2 x 2

	Question	Expected Answers	Marks	Rationale
(d)	Multinational companies (MNCs) also invest in LEDCs. Suggest one benefit and one problem for LEDCs of investment by multinational companies (MNCs).	1 mark for each valid idea second mark if developed with detail/explained Content Guide: <i>Benefits could include:</i> <i>Provision of jobs, improved products/services for local population, new technology, training of local workforce,</i> <i>Multiplier effect re: local businesses/jobs, may encourage further inward investment from other MNCs</i> <i>Problems could include:</i> <i>Jobs are low pay/unskilled, may exploit workers/limit human rights, profits leave the LEDC,</i> <i>MNC may close/downsize LEDC operation, MNC may pollute local environment/exploit natural resources</i> <i>MNC products/services may undercut local businesses</i>	[4]	2 x 2
(e) (i)	Give an example of a type of primary industry.	1 mark for a valid type <i>eg farming, forestry, fishing, mining</i>	[1]	Does not have to be a named example 1 x 1
(ii)	Describe the factors which affect the location of this type of primary industry.	1 mark per valid idea, additional marks if explained/developed Must be clearly linked to example given in (e) (i) Content Guide <i>For farming/forestry credit climate, soil, relief</i> <i>For fishing credit access to fishing stocks</i> <i>For mining credit location of resource</i> <i>Credit access to transport/infrastructure and proximity to markets where output is in demand</i>	[1]	3 x 1 or 1 x 2 + 1 x 1

	Question	Expected Answers	Marks	Rationale
(f)	<p>CASE STUDY – an example of an economic activity that has damaged the physical environment.</p> <ul style="list-style-type: none"> • Give the name and location of your chosen economic activity. • Describe, with detail, the main features of the economic activity. • Describe, with detail, how the economic activity has damaged the physical environment. 	<p>Case study will be marked using 3 levels</p> <p>0 marks Response does not address the requirements of the question.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding Names a valid example and gives one basic idea</p> <p>Names a valid economic activity and Gives a basic description of one feature or one idea about how the economic activity has damaged the physical environment</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding Names a valid example and gives one basic idea in each section, with one developed with detail</p> <p>Names a valid economic activity and Gives a basic description of one feature and one idea about how the economic activity has damaged the physical environment with features or damage ideas developed with detail</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p>		<p>Examiners are reminded that quality of written communication is integral within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2–L3.</p> <p>L1 (1 mark) if only gives a valid economic activity</p> <p>Max L1 (2 marks) if ideas for features or environment without a valid example</p> <p>Max L2 (5 marks) if ideas for features and environment without a valid example</p>

	Question	Expected Answers	Marks	Rationale
		<p>Level 3 (7-8 marks) Demonstrates good knowledge and understanding Names a valid example, with both sections developed with detail, including place specific detail</p> <p>Names a valid economic activity and develops the description of the features and about how the activity has damaged the physical environment with some credible place-specific detail</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated very clearly.</p> <p>Content Guide</p> <p>Credit valid location as a developed point</p> <p><i>Example given should be local scale with a clear, valid location</i> <i>Example can be primary, secondary or tertiary</i> <i>Main features could include reference to type of economic activity, resources produced/extracted, inputs and outputs, manufactured products, service(s) provided, related infrastructure</i> <i>Affects on physical environment should focus on natural features and systems such as air, water, soil, vegetation, wildlife habitats, ecosystems.</i> <i>Affects could include air/water pollution, destruction of vegetation/habitats, contamination of natural cycles/ecosystems</i> <i>Full marks available for global consequences of a given local scale economic activity</i> <i>For example a coal fired power station and its affect on global climate change</i></p>		<p>Max L3 (7 marks) if both sections are developed but without any credible place-specific detail</p>

	Question	Expected Answers	Marks	Rationale
		<i>Place specific detail could include size/scale of the economic activity such as area covered, workers employed, volume of output and/or credible data about damage/pollution levels</i>		

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