

**General Certificate of Secondary Education  
Geography B: Short Course  
Unit A772: Key Geographical Themes  
Specimen Paper**

**F**

**A772**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Resource booklet

Map Extract

Candidate  
Forename

Candidate  
Surname

Centre Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **TWO** questions. A question from Section A (either Question 1 OR question 2), a question from Section B (either question 3 OR question 4).
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 50
- You will be awarded marks in questions 1(e), 2(d), 3(e) and 4(f) for the quality of written communication of your answer.

**FOR EXAMINER'S USE**

1	
2	
3	
4	
<b>TOTAL</b>	

This document consists of **10** printed pages and **2** blank pages.

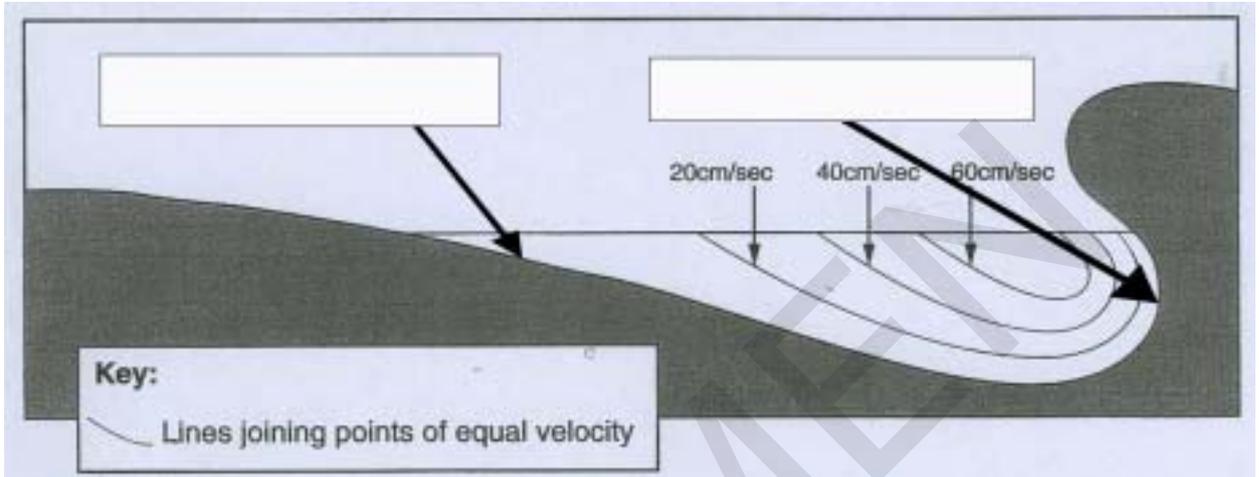
**Section A**

You **must** answer **either** Question 1 **or** Question 2

**EITHER**

1 (a) Study the OS map extract and **Fig. 1** below.

**Fig. 1 Cross section of the river at 829930**



(i) Insert the following words into the correct boxes in **Fig. 1** above.

- Deposition
- Erosion

[1]

(ii) Why do deposition and erosion take place at the points you have labelled on **Fig. 1**?

.....  
 ..... [2]

(b) (i) Look again at the OS map extract. Identify the **two** water stores in grid square 7589.

Store 1 .....  
 Store 2 ..... [2]

(ii) For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.

Store 1 .....  
 .....  
 .....  
 Store 2 .....  
 .....  
 .....  
 ..... [4]

(c) The River Forth (shown on the OS map extract) flows near the town of Stirling.

Explain how the flow of a river may be affected by an urban settlement.

.....  
.....  
.....  
..... [4]

(d) Explain why the effects of river flooding are usually greater in an LEDC than in an MEDC.

.....  
.....  
.....  
..... [4]

(e) Case Study – the effects and causes of river flooding.

(i) Name a river which has been affected by flooding.

.....

(ii) Describe the effects of the flooding.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
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.....

(iii) Explain the causes of the flooding.

.....  
.....  
.....  
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.....  
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.....  
.....  
.....  
.....  
..... [8]

**Section A Total [25]**

OR

2 (a) Study **Fig. 3** in the Resource Booklet.

(i) How wide is the entrance to Lulworth Cove?

..... metres [1]

(ii) What rock forms the cliff at the back of Lulworth Cove?

..... [1]

(iii) Describe the shape of Lulworth Cove.

..... [1]

(iv) Explain why Lulworth Cove is wider in some parts than others.

.....  
..... [2]

(b) Study **Fig. 4**.

(i) Name the type of landforms labelled **A** and **B** shown in **Fig. 4**.

A = .....

B = .....

(ii) Explain how the landforms shown in **Fig. 4** are affected by the processes of coastal erosion.

.....  
.....  
..... [4]

(iii) What effects will natural processes have on these landforms in the future?

.....  
..... [2]

(c) How can erosion by the sea affect people who live on the coast?

.....  
.....  
.....  
..... [4]

(d) Case Study – Coastal management

(i) Name of area where the sea is eroding the land.

.....

(ii) Describe how the land is protected.

.....  
.....  
.....  
.....  
.....

(iii) Explain how successful these protection methods are.

.....  
.....  
.....  
.....  
..... [8]

**Section A Total [25]**

SPECIMEN

**Section B**

You **must** answer **either** Question 3 **or** Question 4

**EITHER**

**3** Study **Fig. 5** in the Resource Booklet.

**(a) (i)** Name the country with the most car production factories.  
..... [1]

**(i)** How many car production factories are located outside Europe?  
..... [1]

**(ii)** How many car assembly plants are located south of the Brandt Line?  
..... [1]

**(iii)** BMW is a multinational company. Briefly explain how **Fig. 5** shows this.  
.....  
..... [2]

**(b)** Give **two** reasons to explain why multinational companies, like BMW, decide to locate their factories in **LEDCs**.  
Reason 1: .....  
.....  
Reason 2: .....  
..... [4]

**(c)** For **LEDCs**, explain **one** good point and **one** bad point of investment by multinational companies.  
Good point: .....  
.....  
Bad point: .....  
..... [4]

**(d)** Explain **two** ways in which the opening of a new factory could damage the natural environment  
Way 1: .....  
.....  
Way 2: .....  
..... [4]

**(e) Case Study: The location of an economic activity**

**(i)** Give the name and location of an economic activity

.....

**(ii)** Describe, with detail, the location factors for your chosen economic activity.

.....

.....

.....

.....

.....

**(iii)** Explain why this is a good location for this type of economic activity.

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.....

.....

..... [8]

SPECIMEN

OR

4 Study Fig. 6 in the Resource Booklet. It shows the countries of the world ranked by average income (GDP per person).

(a) (i) In which category are most countries in Europe?

..... [1]

(ii) In which category are most countries in Africa?

..... [1]

(b) The Brandt Line was first used in 1980 to divide the world into MEDCs and LEDCs. What may be wrong with using the Brandt Line today?

.....  
.....  
..... [3]

(c) Study the table showing Development Indicators for the countries of Cuba and Kenya.

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Life Expectancy (years)	77	55

(i) Use the information to explain why Cuba has better health care than Kenya.

.....  
..... [2]

(ii) Use the information to explain why Cuba has better education than Kenya.

.....  
..... [2]

(d) Name two other development indicators.

Explain how each development indicator can show differences in development.

Development indicator 1: .....  
.....  
.....

Development indicator 2: .....  
..... [4]  
..... [4]

(e) Some MEDC countries provide food aid to LEDCs.

Explain **two** problems associated with food aid to LEDCs

Problem 1: .....

.....

Problem 2: .....

..... [4]

(f) Case Study: An aid project in an LEDC

(i) Give the name of the LEDC.

.....

(ii) Describe the main features of the aid project.

.....

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.....

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(iii) Explain how sustainable the aid project is.

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..... [8]

**Section B Total [25]**

**Paper Total [50]**

SPECIMEN

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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**GEOGRAPHY SHORTCOURSE**

**J085**

Unit A772: Key Geographical Themes (Foundation tier)

**Specimen Mark Scheme**

The maximum mark for this paper is 50.

SPECIMEN

Section A		
Question Number	Answer	Max Mark
1(a) 1(a)(i)	<p>Study the OS map extract and <u>Fig.1</u> below.</p> <p>Insert the following words into the correct boxes in <u>Fig.1</u> above.</p> <ul style="list-style-type: none"> <li>• Deposition</li> <li>• Erosion</li> </ul> <p>Labels added on Fig. 1</p>	[1]
1(a)(ii)	<p><b>Why do deposition and erosion take place at the points you have labelled on <u>Fig.1</u>?</b></p> <p>1 mark for basic point plus a further mark for development of that point            Deposition: slower flow ✓ so less energy in flow ✓ (dev)            Erosion: faster flow ✓ more energy for erosion ✓ (dev)</p>	[2]
1(b)(i)	<p><b>Look again at the OS map extract. Identify the <u>two</u> water stores in grid square 7589.</b></p> <p>Reservoir            Trees (coniferous wood)</p>	[2]
1(b)(ii)	<p><b>For each store you have identified in (b)(i) explain how it will affect the flow of water in Bannock Burn stream.</b></p> <p>1 mark per valid point or 2 marks if developed clearly            Reservoir: water stored - controlled release downstream ✓            water extraction from reservoir reduces flow ✓ (dev)            increased evaporation from reservoir reduces flow            Trees: interception by leaves reduces flow ✓ Roots delay throughflow ✓ (dev)            Evapotranspiration reduces flow ✓ (dev)</p>	[4]
1(c)	<p><b>The River Forth (shown on the OS map extract) flows near the town of Stirling.</b></p> <p><b>Explain how the flow of a river may be affected by an urban settlement.</b></p> <p>1 mark per valid point or 2 marks if developed clearly ✓            Flow increases or responds quickly to rain ✓ (dev)            Tarmac / concrete / impermeable surfaces reduce infiltration ✓            Increased surface run off into river channel ✓ (dev)            Drains increase / speed up flow to river channel ✓            Water extraction reduces flow ✓            Channel modification – strengthening / straightening which changes the flow of river ✓</p>	[4]

Section A		
Question Number	Answer	Max Mark
1(d)	<p><b>Explain why the effects of river flooding are usually greater in an LEDC than in an MEDC.</b></p> <p>1 mark per valid point or 2 marks if developed/explained clearly            Less money available to spend on tackling problems ✓ Less flood protection measures to prevent re-occurrence ✓ No planning of spillways, washlands ✓ (dev)            People in LEDC suffer long-term health problems after the flood ✓ Water contamination leads to outbreak of disease ✓ (dev)            Many people forced to live in crowded flood shelters / tents ✓            Difficult to get to affected area due to lack of transport links ✓            Attraction of fertile flood plain to farmers ✓            No emergency action plan or personnel / equipment to put plan into action ✓ (dev)</p>	[4]
1(e)	<p><b>CASE STUDY – the effects and causes of river flooding.</b></p> <p><b>(i) Name a river which has been affected by flooding.</b>  <b>(ii) Describe the effects of the flooding.</b>  <b>(iii) Explain the causes of the flooding.</b></p> <p>Case study will be marked using 3 levels:            If no named river –Level 2, 5 marks maximum            If only names a river = 1mark</p> <p><b>Level 1: [1-3 marks]</b> Basic description of effects and explanation of causes.            Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2: [4-6 marks]</b> Description of effects and explanation of causes with limited development.            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><b>Level3: [7-8 marks]</b> Thorough and developed description of effects and explanation of causes with place specific example.            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>	

Section A		
Question Number	Answer	Max Mark
1(e) cont'd	<p><b>Content Guide:</b> Effects could include physical or human evidence e.g. level of flood waters, area flooded, damage to property, lives lost, people displaced, impact on transport routes/infrastructure, flooding of farm land-impact on food production</p> <p>Causes could be physical or human e.g. high rainfall, snow melt/thaw, conditions of drainage basin stores, reference to river network, consequence of building on floodplain, channel modification</p>	[8]
2(a)	<b>Study Fig. 3 in the Resource Booklet.</b>	
2(a)(i)	<p><b>How wide is the entrance to Lulworth Cove?</b> 125 (metres) Allow 115 – 135</p>	[1]
2(a)(ii)	<p><b>What rock forms the cliff at the back of Lulworth Cove?</b> Chalk</p>	[1]
2(a)(iii)	<p><b>Describe the shape of Lulworth Cove.</b> Round / circular / oval</p>	[1]
2(a)(iv)	<p><b>Explain why Lulworth Cove is wider in some parts than others.</b> Credit any of the following with 1 mark Differential erosion of hard and soft rocks sand and clay worn away more easily harder chalk not worn away.</p>	[2]
2(b)	<b>Study Fig. 4.</b>	
2(b)(i)	<p><b>Name the type of landforms labelled A and B shown in Fig. 4</b> A = arch 1 mark      B = stack 1 mark</p>	[2]

Section A		
Question Number	Answer	Max Mark
2(b) (ii)	<p><b>Explain how the landforms shown in <u>Fig. 4</u> are affected by the processes of coastal erosion.</b></p> <p>Any 4 ideas or 2 developed ideas such as:            hydraulic action or description✓            corrasion or description✓            corrosion or description✓            Weakness/crack in headland✓            Weakness is enlarged to form cave✓            Cave enlarged / two caves eroded from opposite sides of headland ✓            cut through to form arch✓            Roof of arch collapses to form stack✓            can credit idea of waves pound headland if no other marks scored on marine processes.</p>	[4]
2(b)(iii)	<p><b>What effects will natural processes have on these landforms in the future?</b></p> <p>Worn away further / become stumps            Eventually disappear</p>	[2]
2(c)	<p><b>How can erosion by the sea affect people who live on the coast?</b></p> <p>1 mark for stated way and one mark for development: 2x2            Loss of buildings / houses / roads✓ Loss of tourist income (dev)            Loss of farms / farmhouses ✓ Loss of livelihood for farmer (dev)            Forced to move/Cannot get insurance / sell property ✓            Loss of caravan parks/coastal amenities ✓Loss of tourist income (dev)            Whole villages disappear over time✓</p>	[4]

Section A		
Question Number	Answer	Max Mark
2(d)	<p><b>CASE STUDY – Coastal management</b></p> <p><b>(i) Name of area where the sea is eroding the land.</b></p> <p><b>(ii) Describe how the land is protected.</b></p> <p><b>(iii) Explain how successful these protection methods are.</b></p> <p>Case study will be marked using 3 levels:            If no valid names area = Level 2, 5 marks maximum for valid ideas about coastal protection</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1: [1-3 marks]</b> Names a valid area and describes one protection method.            Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2: [4-6 marks]</b> Names a valid area and describes a second method and makes one comment on how successful methods are. Some development of statements attempted.            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><b>Level 3: [7-8 marks]</b> Names a valid area and describes a second method and makes a second comment on how successful methods are or explains comment with detail. Developed statements used in description of methods and their success.            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>If only names area = 1 mark</p> <p><b>Content Guide</b>            Land protection could refer to hard or soft options            e.g. concrete sea walls, rip rap, gabions, other types of barrier, groynes, beach replenishment strategies</p> <p>Success of methods could refer to impact on rates of coastal erosion, protection of property at risk.            Credit references to impact of methods on places further along the coastline e.g. increased erosion at place X because of method at place Y.</p>	[8]
<b>Section A Total</b>		<b>[25]</b>

Section B		
Question Number	Answer	Max Mark
3	Study <u>Fig. 5</u> and <u>6</u> in the Resource Booklet.	
3(a)(i)	Name the country with the most car production factories. Germany	[1]
3(a)(ii)	How many car production factories are located outside Europe? Two	[1]
3(a)(iii)	How many car assembly plants are located south of the Brandt Line? Seven	[1]
3(a)(iv)	BMW is a multinational company. Briefly explain how <u>Fig. 6</u> shows this. 1 mark per valid point,  Factories all over the world✓ headquarters in MEDC (Munich) more advanced factories in MEDCs	[2]
3(b)	Give <u>two</u> reasons to explain why multinational companies, like BMW, decide to locate their factories in <u>LEDCs</u> . One mark per valid point, two if developed (2+2)  Can pay workers lower wages✓, make higher profits✓(dev) Incentives to locate there from LEDC governments✓ reduce set up and operating costs✓(dev) Less stringent pollution laws in LEDCs✓ reduce operating/clean up costs✓(dev) Increase in middle class consumers in some LEDCs✓ sell to new markets✓(dev)	[4]

Section B		
Question Number	Answer	Max Mark
3(c)	<p><b>For <u>LEDCs</u>, explain <u>one</u> good point and <u>one</u> bad point of investment by multinational companies.</b></p> <p>(One mark per valid point, two if explained/developed (2+2))</p> <p>Good points            Increased employment✓ training, better paid jobs, new technology opportunities✓(dev)            May stimulate other economic activities✓ government can tax profits✓(dev)</p> <p>Bad points            Low paid jobs, poor working conditions✓ better jobs for MEDC staff ✓, profits go to MNC✓(dev)            MNC will be at mercy of international trade✓ MNC may close LEDC operations first✓(dev).</p>	[4]
3(d)	<p><b>Explain <u>two</u> ways in which the opening of a new factory could damage the natural environment</b></p> <p>One mark per valid point, two if explained/developed (2+2)</p> <p>Pollution of land, air/ water ✓ could affect wildlife habitats, local climate, water courses✓(dev)            Credit for source of pollution e.g. dumping of waste, fumes from factory, increased traffic            Loss of habitat from building factory✓ on Greenfield/previously undeveloped site✓(dev)</p>	[4]
3(e)	<p><b>Case Study: The location of an economic activity.</b></p> <p>(i) Give the name and location of an economic activity.            (ii) Describe, with detail, the location factors for your chosen economic activity.            (iii) Explain why this is a good location for this type of economic activity.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>	

Section B		
Question Number	Answer	Max Mark
3(e) cont'd	<p>Case study will be marked using 3 levels:</p> <p>If no named economic activity = Level 2., 5 marks maximum for valid ideas about location</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-3 marks]</b> Names a valid example of an economic activity and describes one location factor with limited development of justification for it being a good location.</p> <p>Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [4-6 marks]</b> Names a valid example of an economic activity and describes a second location factor and gives one developed reason to explain why this is a good location.</p> <p>Demonstrates some relevant knowledge and information 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><b>Level 3 [7-8 marks]</b> Names a valid example of an economic activity and describes a second location factor and gives a second reason to explain why this is a good location or explains one reason with detail.</p> <p>Demonstrates thorough relevant knowledge and information based on a full range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Content Guide:</b></p> <p>Can be primary, secondary, tertiary or quaternary activity</p> <p>Location factors could include:</p> <p>Site, transport links, access to resources, access for workers, access to markets e.g urban areas</p> <p>Explanation needs to focus on why factors are good for the type or economic activity</p> <p>e.g. good soil helps crops grow, transport links to bring in raw materials, customers nearby for service</p> <p>If no named economic activity = Level 2 – 5 marks for valid ideas about location factors</p> <p>If only gives name and location of an economic activity = 2 marks</p>	[8]

Section B											
Question Number	Answer	Max Mark									
4	<b>Study Fig. 6 in the Resource Booklet. It shows the countries of the world ranked by average income (GDP per person).</b>										
4(a)											
4(a)(i)	<b>In which category are most countries in Europe?</b> High income	[1]									
4(a)(ii)	<b>In which category are most countries in Africa?</b> Very low income	[1]									
4(b)	<b>The Brandt Line was first used in 1980 to divide the world into <u>MEDCs</u> and <u>LEDCs</u>. What may be wrong with using the Brandt Line today?</b> 1 mark per valid point, two if explained/developed  Only uses income-not accurate for other aspects of development e.g education, health Some countries south of line have higher incomes✓ some countries north of line have lower incomes✓ Some countries south of line have developed economically since 1980 e.g. Asian NICs✓(dev)	[3]									
4(c)	<b>Study the table showing Development Indicators for the countries of Cuba and Kenya.</b>										
	<table border="1"> <thead> <tr> <th>Development Indicator</th> <th>Cuba</th> <th>Kenya</th> </tr> </thead> <tbody> <tr> <td>Literacy Rate (women)</td> <td>99.8</td> <td>79.7</td> </tr> <tr> <td>Life Expectancy (years)</td> <td>77</td> <td>55</td> </tr> </tbody> </table>	Development Indicator	Cuba	Kenya	Literacy Rate (women)	99.8	79.7	Life Expectancy (years)	77	55	
Development Indicator	Cuba	Kenya									
Literacy Rate (women)	99.8	79.7									
Life Expectancy (years)	77	55									
4(c)(i)	<b>Use the information to explain why Cuba has better health care than Kenya.</b> 1 mark for people live longer, 2nd mark for development e.g. better doctors, health care, diet, living conditions.	[2]									
4(c)(ii)	<b>Use the information to explain why Cuba has better education than Kenya.</b> 1 mark for more women can read, 2nd mark for development e.g. equal access to education/ increased opportunities for girls.	[2]									

Section B		
Question Number	Answer	Max Mark
4(d)	<p><b>Name <u>two</u> other development indicators. Explain how each development indicator can show differences in development.</b></p> <p>1 mark for valid indicator, 2nd mark for development</p> <p>Possible indicators could include:            Infant mortality rate / babies dying ✓ health care/living conditions✓(dev)            Death rate / people dying ✓ health care/living conditions✓(dev)            Birth rate / babies born ✓ access to family planning/standard of living✓(dev)            Calorie intake✓ shows how healthy diet is✓</p>	[4]
4(e)	<p><b>Some MEDC countries provide food aid to LEDCs. Explain <u>two</u> problems associated with food aid to LEDCs.</b></p> <p>1 mark for valid problem, 2nd mark if developed</p> <p>May not reach those who most need it✓ corruption, transport/ infrastructure problems, theft, ✓(dev)            Affects local producers✓ cannot sell food if free food available✓(dev)            Encourages dependency✓ rely on food aid rather than increase local production✓(dev)</p>	[4]
4(f)	<p><b>Case Study: An aid project in an LEDC.</b></p> <p><b>(i) Give the name of the LEDC.</b>  <b>(ii) Describe the main features of the aid project</b>  <b>(iii) Explain how sustainable the aid project is.</b></p> <p>Case study will be marked using 3 levels:</p> <p>If no identifiable aid project/named LEDC = Level 2 – 5 marks max for valid ideas about aid/sustainability</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-3 marks]</b> Names a valid LEDC and describes one feature of the aid project with limited or no reference to sustainability. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [4-6 marks]</b> Names a valid LEDC and describes a second feature of the aid project and gives one idea about sustainability of project with attempt at development. Demonstrates some relevant knowledge and information 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>	

<b>Section B</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>4(f) cont'd</b>	<p><b>Level 3 [7-8 marks]</b> Names a valid LEDC and describes a second feature of the aid project and develops two ideas about sustainability or explains one idea with detail</p> <p>Demonstrates thorough relevant knowledge and information based on a full range of factual information and evidence. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Content Guide:</p> <p>Development project features could include:</p> <p>Farming/food production, provision of health/education/family planning services/clean water supply</p> <p>New industry, energy production, transport links, employment skills/training.</p> <p>Sustainability could include references to:</p> <p>Use/conservation of resources for future, involvement of intended recipients,</p> <p>Passing on of new ideas/techniques, long term nature of economic benefits,</p> <p>Impact of people's quality of life now and in the future</p> <p>Credit if explain how project is unsustainable</p> <p>No credit for reference to aid charities/fundraising</p> <p>If only names valid LEDC = 1 mark</p>	<b>[8]</b>
<b>Section B Total</b>		<b>[25]</b>
<b>Paper Total</b>		<b>[50]</b>

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	1			1
1(a)(ii)	2			2
1(b)(i)			2	2
1(b)(i)		4		4
1(c)		4		4
1(d)	4			4
1(e)	8			8
OR				
2(a)(i)			1	1
2(a)(ii)			1	1
2(a)(iii)			1	1
2(a)(iv)	1	1		2
2(b)(i)	2			2
2(b)(ii)		4		4
2(b)(iii)	2			2
2(c)	2	2		4
2(d)	8			8
And				
3(a)(i)			1	1
3(a)(ii)			1	1
3(a)(iii)		1		1
3(a)(iv)		2		2
3(b)	2	2		4
3(c)	1	3		4
3(d)	4			4
3(e)	8			8
OR				
4(a)(i)			1	1
4(a)(ii)			1	1
4(b)	3			3
4(c)(i)		1	1	2
4(c)(ii)		2		2
4(d)	4			4
4(e)		4		4
4(f)	8			8
<b>Paper Total</b>	<b>30</b>	<b>16</b>	<b>4</b>	<b>50</b>

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