SPECIMEN

General Certificate of Secondary Education

Geography B: Short Course

Unit A772: Key Geographical Themes

Specimen Paper

H **A772**

Candidates answer on the question paper.
Additional materials:
Resource booklet
Map Extract

Time: 1 hour

Candidate Forename

Candidate Surname

Centre Number

Candidate Number

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) or 2(d) and 3(d) or 4(d) for the quality of written communication of your answer.

FOR EXAMINER'S USE

1	
2	
3	
4	
TOTAL	

This document consists of **11** printed pages and **1** blank page.

Section A

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

EITHER

1 **(a)** Study the OS map extract and **Fig. 1** in the Resource Booklet which shows a cross section of the river at 829930.

  (i) Where do deposition and erosion occur within a meander?

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  .... **[2]**

  (ii) Explain how differences in velocity across a river affect both deposition and erosion within a meander.

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  .... **[3]**

(b) Look again at the OS map extract. Give **two** reasons why a reservoir is sited in and around grid squares 7588. Support each reason with evidence from the OS map extract.

  1. ....

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  2. ....

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  .... **[4]**

(c) Look again at the OS map extract and study **Fig. 2** in the Resource Booklet.

  How does evidence from the OS map extract help to explain the shape of the hydrograph?

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  .... **[4]**

(d) Suggest how afforestation (planting trees) in the area in and around grid square 7689 may have affected the flow of Bannock Burn at 782904.

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  .... **[4]**

(e) Case Study – Flooding

Name a river in an MEDC which has been affected by flooding

Describe the effects of flooding. What is being done to reduce the impacts of flooding?

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.... **[8]**

Section A Total [25]

OR

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

   (a) **(i)** Use evidence from **Fig. 3** to describe Lulworth Cove.

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   .... **[3]**

   (ii) Suggest how rock type has affected the shape of Lulworth Cove.

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   .... **[3]**

   (b) Draw and label a diagram or series of diagrams to explain how a stack is formed.

   [3]

   (c) Name and describe **two** processes of erosion which affect cliffs.

   1 ....

   ....

   2. ....

   .... **[4]**

(d) How can erosion by the sea affect communities living on the coast?

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.... **[4]**

(e) Case Study – Coastal management

Name an area of coastline.

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Describe how the coastline is protected from erosion. To what extent are these protection methods sustainable?

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.... **[8]**

Section A Total [25]
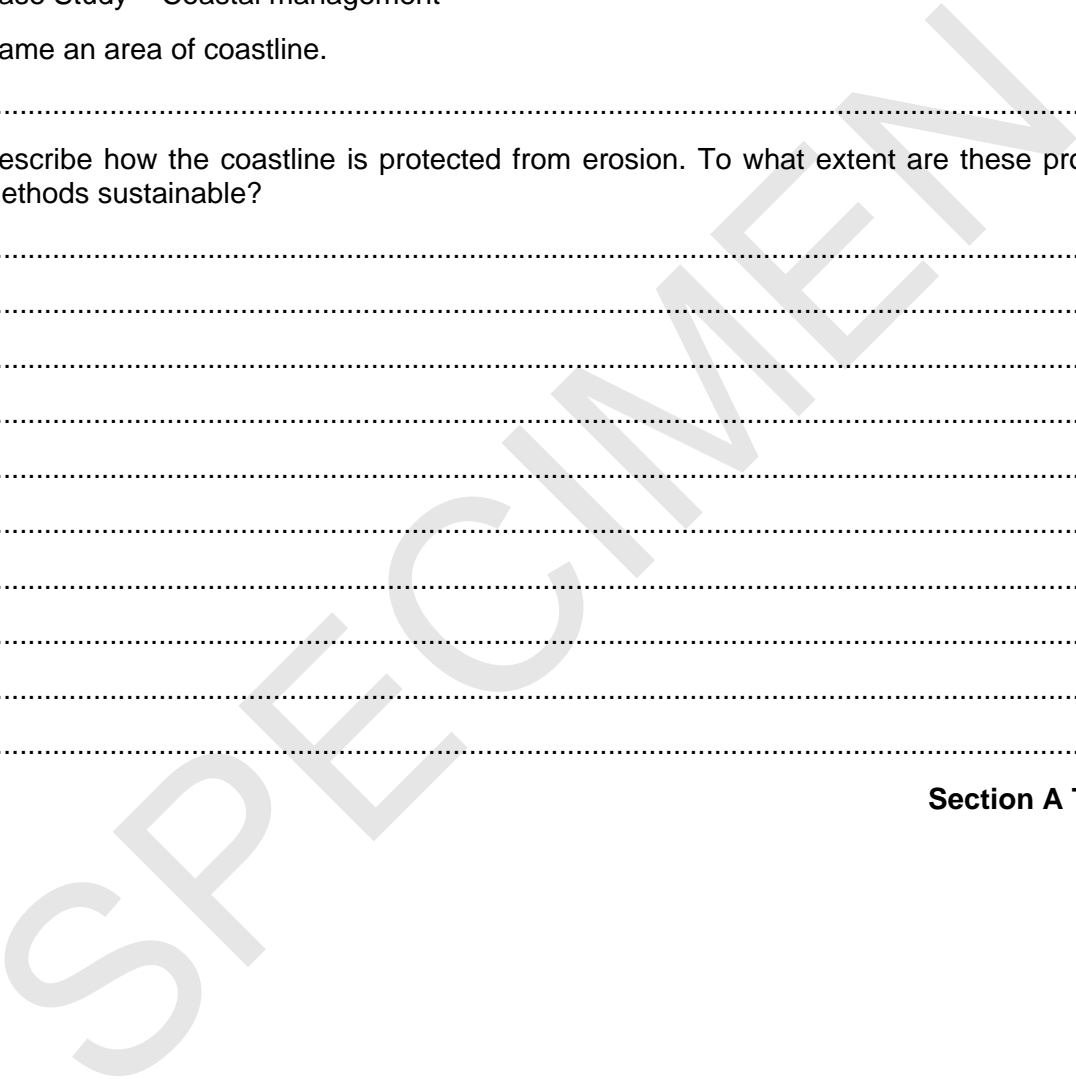
Section B

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

3 (a) Study **Fig. 5** in the Resource Booklet.

(i) Describe the distribution of BMW car production factories in the world.

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.... **[3]**

(ii) Identify the main difference between the distribution of car production factories and car assembly factories, shown in **Fig. 5.**

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.... **[1]**

(iii) Suggest reasons for the difference you have identified in **(ii)**.

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.... **[2]**

(b) BMW is a multi-national company. What are two main features of a multi-national company?

1. ....

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2. ....

.... **[2]**

(c) Read the following web page extract.

"The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system."

(i) Suggest **three** reasons why Leipzig was a good site for a new car factory.

1. ....

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2. ....

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3. ....

.... **[3]**

(ii) Explain **one** reason why the opening of the Leipzig factory could be a **disadvantage** to the local economy.

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.... **[2]**

(iii) Explain how the opening of the Leipzig car factory may benefit the local economy.

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.... **[4]**
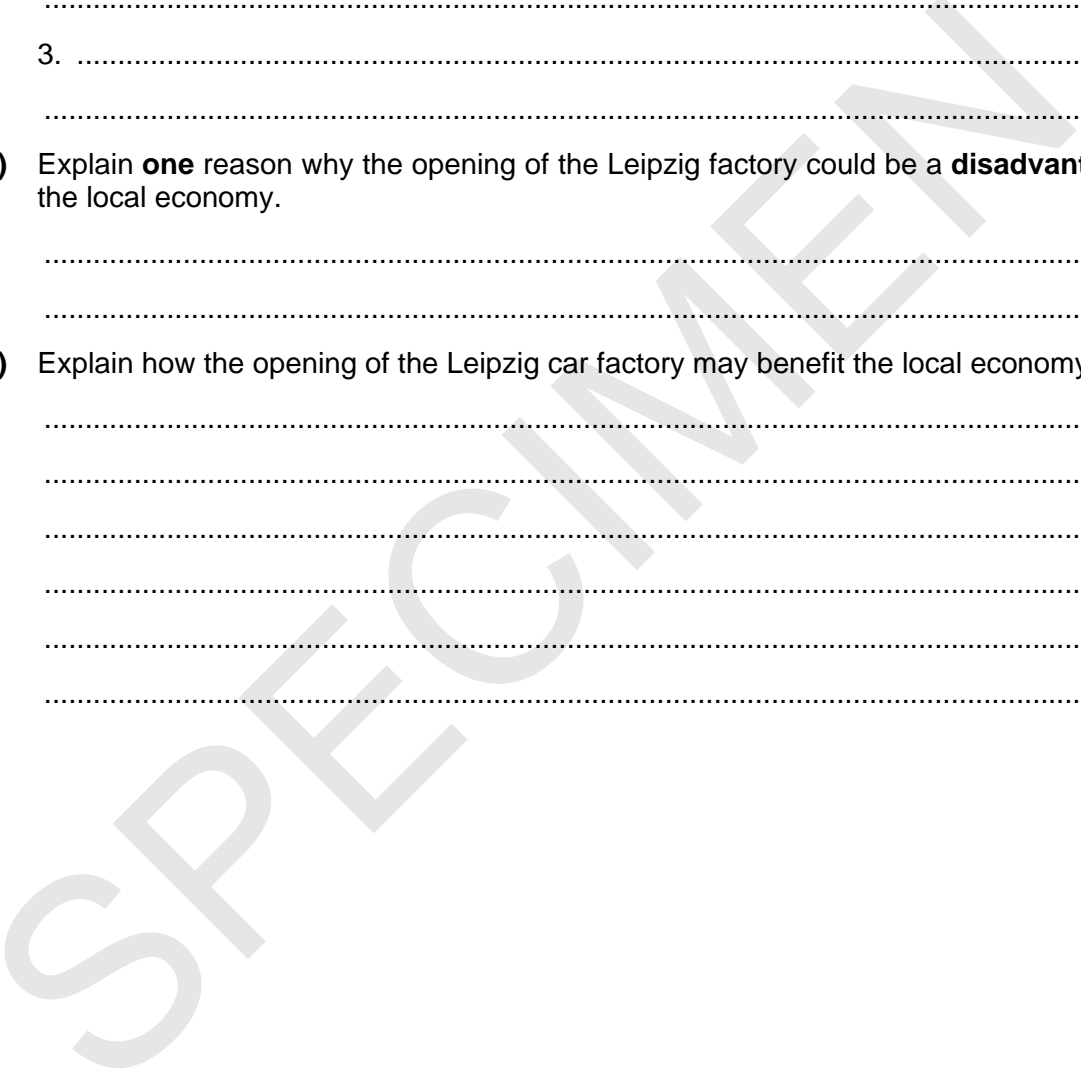
(d) Case Study: The effects of economic development.

Name and locate an economic activity

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How has the economic activity affected the natural environment? What has been done to minimise damage to the environment?

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.... **[8]**

OR

4 **(a)** Study **Fig. 6** in the Resource Booklet. It shows the average income (G.D.P.) of countries.

    (i) Describe the distribution of middle-income countries. Refer to the Brandt line in your answer.

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.... **[2]**

    (ii) The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980.

Is this division still appropriate in the first decade of the 21st Century? Use evidence from **Fig. 6** to support your answer.

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.... **[3]**

    (iii) Use the table below to explain how Cuba is more economically developed than Kenya.

Table showing Development indicators for Cuba and Kenya

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Infant mortality (per 1000 births)	7.2	79

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.... **[4]**

(b) Name **two** other indicators which can be used to measure development. For each indicator explain how it can be used.

Indicator 1 ....

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Indicator 2 ....

.... **[4]**

(c) Development can be affected by aid. Explain **two** problems associated with aid.

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.... **[4]**

(d) Case Study: An Aid project in an LEDC.

Name and locate an aid project

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Describe the main features of the project. Explain how the project is sustainable.

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.... **[8]**

Section B Total [25]
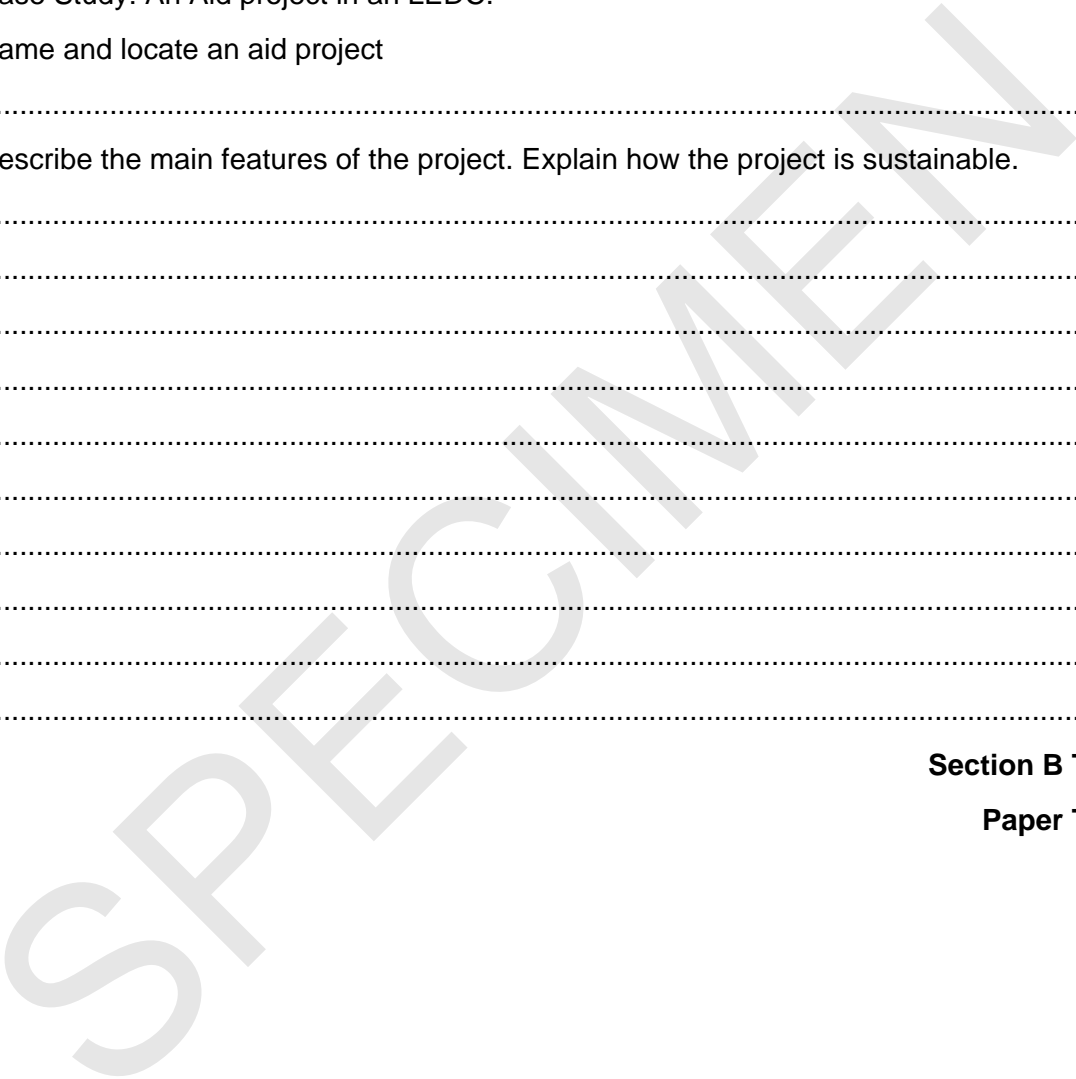
Paper Total [50]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

GEOGRAPHY B: SHORT COURSE J085

Unit A772: Key Geographical Themes (Higher tier)

Specimen Mark Scheme

The maximum mark for this paper is 50.

Section A		
Question Number	**Answer**	**Max Mark**
1(a)	**Study the OS map extract and <u>Fig. 1</u> in the Resource Booklet which shows a cross section of the river at 829930.**	
1(a)(i)	**Where do deposition and erosion occur within a meander?** Deposition on inside / convex bank Erosion on outside / concave bank Both answers needed for 2 marks	**[2]**
1(a)(ii)	**Explain how differences in velocity across a river affect both deposition and erosion within a meander.** Point marking 1 mark for any 3 of the following points or 1 mark for basic point plus a further mark for development of that point Slower – less energy✓ so deposits load (✓dev) Larger particles deposited first Faster in this part of channel ✓ more energy to erode ✓(dev) carries load which assists erosion / corrosion ✓hydraulic action of turbulent water ✓(dev)	**[3]**
1(b)	**Look again at the OS map extract. Give <u>two</u> reasons why a reservoir is sited in and around grid squares 7588. Support each reason with evidence from the OS map extract.** Points marking Any 2 ideas with development for 2 + 2 marks Streams flow into reservoir e.g. Bannock Burn, 4 streams from the west✓ Valley suitable to flood✓ steep sided, flat floor ✓(dev) Upland area – more rain, land over 200m No settlements in area✓ little disturbance to people✓(dev)	**[4]**
1(c)	**Look again at the OS map extract and study <u>Fig 2</u> in the Resource Booklet. How does evidence from the OS map extract help to explain the shape of the hydrograph?** Point marking (4 x 1) 1 mark per valid point or 2 marks if developed clearly Water moves quickly to river down steep slopes✓ steep rising limb / short lag time ✓(dev No interception from vegetation ✓ High peak✓(dev) No storage in lakes / reservoirs✓ high peak ✓(dev) Water flows quickly downstream due to steep gradient✓ steep falling limb ✓(dev) Simple description of the shape of the hydrograph without attempt to explain shape gets no credit	**[4]**

Section A		
Question Number	**Answer**	**Max Mark**
1(d)	**Suggest how afforestation (planting trees) in the area in and around grid square 7689 may have affected the flow of Bannock Burn at 782904.** Point marking 1 mark per valid point or 2 marks if developed clearly More interception✓ so reduced river flow✓(dev) Roots delay throughflow to river✓ Evapotranspiration from trees ✓so less water reaches river✓(dev) Less silting of river✓ so quicker flow✓(dev)	**[4]**
1(e)	**Case Study – Flooding** **Name a river in an MEDC which has been affected by flooding.** **Describe the effects of flooding** **What is being done to reduce the impacts of flooding?** Case Study will be marked using 3 levels: If no named river – Max Level 2, 5 marks maximum **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of effects or measures to reduce impacts with no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of effects and measures to reduce impacts 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. **Level 3: [7-8 marks]** Thorough and developed description of effects and measures to reduce impacts 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. **Content Guide:** Effects could be on people or natural environment 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 Effort to reduce impacts could be large or small scale, long-term or short-term e.g. relief measures – evacuation, sandbags, portable barriers flood protection – afforestation, flood retention basins, strengthening dykes, urban planning	**[8]**

Section A		
Question Number	**Answer**	**Max Mark**
2(a)	**Study <u>Fig. 3</u> in the Resource Booklet.**	
2(a)(i)	**Use evidence from <u>Fig 3</u> to describe Lulworth Cove.** Point marking Round / circular / oval✓ narrow entrance / 125 metres wide✓ surrounded by three different rock types✓ high cliff at back of cove✓ is over 400m at widest point✓ is over 300 metres from entrance to back✓	[3]
2(a)(ii)	**Suggest how rock type has affected the shape of Lulworth Cove.** Point marking Sea erodes through weakness in limestone✓ differential erosion of hard and soft rocks✓ sand and clay worn away more easily✓ harder chalk not worn away✓	[3]
2(b)	**Draw and label a diagram or series of diagrams to explain how a stack is formed** Point marking Weakness/crack in headland✓ Weakness in headland 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✓ 2 marks maximum if no diagram	[3]
2(c)	**Name and describe <u>two</u> processes of erosion which affect cliffs.** Point marking Corrosion – chemical reactions✓ Hydraulic – force of water ✓ Corrosion – material thrown at cliffs✓ Undercutting - base of cliff is attacked✓ Slumping - cliff becomes unstable and collapses✓ Max of 2 marks for one process only✓ 1 mark for naming a process and 1 mark for brief description.	[4]

Section A		
Question Number	**Answer**	**Max Mark**
2(d)	**How can erosion by the sea affect communities living on the coast?** 1 mark for stated way and 1 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	**[4]**
2(e)	**Case Study – Coastal management** **Name an area of coastline.** **Describe how the coastline is protected from erosion.** **To what extent are these protection methods sustainable?** Case study will be marked using 3 levels If no valid names area = Max L2, 5 marks maximum for valid ideas about coastal protection **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of method used with no development regarding idea of sustainability. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of method and some reference to sustainability of chosen method 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. **Level 3: [7-8 marks]** Thorough and developed description of method with evaluation of sustainability of method and place specific references. 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. **Content Guide:** 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 Sustainability of methods could refer to impact on rates of coastal erosion, Protection of property at risk. Cost of protection methods Impact of methods on places further along the coastline e.g. increased [erosion at place X because of method at place Y.	**[8]**
	Section A Total	**[25]**

Section B		
Question Number	**Answer**	**Max Mark**
3(a)	**Study <u>Fig. 5</u> in the Resource Booklet**	
3(a)(i)	**Describe the distribution of BMW car production factories in the world.** Point marking Most are in Europe ✓ Majority are North of the Brandt line ✓ Only one in North America ✓ Nine are in Europe ✓ There is only one in LEDCs ✓	**[3]**
3(a)(ii)	**Identify the main difference between the distribution of car production factories and car assembly factories, shown in <u>Fig. 5</u>.** Assembly factories are south of the Brandt line✓ Production happens north of it ✓	**[1]**
3(a)(iii)	**Suggest reasons for the difference you have identified in (ii).** Point marked – two differences for 2 marks Labour costs✓ New markets in LEDCs✓ Globalisation✓ Production requires skilled workforce✓	**[2]**
3(b)	**BMW is a multi-national company. What are two main features of a multi-national company?** Point marking A company that operates in more than one country✓ Rich company✓ Many employees✓ Large output✓ Foreign owned / investment✓	**[2]**

Section B		
Question Number	**Answer**	**Max Mark**
3(c)(i)	**Read the following web page extract.** **"The BMW Group took the decision to build a new car production factory in the Leipzig region of Germany. The area is flat countryside and is about 200 hectares in size. It has first class connections to the motorway, the airport and the railway system."** **Suggest <u>three</u> reasons why Leipzig was a good site for a new car factory.** Point marking No mark for way only, simple explanations required. The area is flat so easy to build on ✓ In Germany so large local market ✓ Countryside so cheap to build on ✓ Large site for easy expansion ✓ big factory ✓ Great access so easy to import or export ✓	**[3]**
3(c)(ii)	**Explain <u>one</u> reason why the opening of the Leipzig factory could be a <u>disadvantage</u> to the local economy.** 1 mark for one reason, 1 mark for development Factory causes air pollution ✓ so health of workers or locals suffer ✓(dev) Greenfield site built on ✓ so countryside amenity lost ✓(dev) More commuters ✓ so more congestion ✓(dev) Factory may close ✓ local people lose jobs ✓(dev)	**[2]**
3(c)(iii)	**Explain how the opening of the Leipzig car factory may benefit the local economy.** One mark for benefit, one for development More jobs created ✓ so positive multiplier effect for local businesses ✓(dev) Other local factories struggle for workers ✓ and go out of business ✓(dev) Local factories have orders for supplies ✓ and so prosper ✓(dev) More exports ✓ so economy healthier ✓(dev) More taxes paid by BMW ✓ so more money for schools etc ✓(dev)	**[4]**

Section B		
Question Number	**Answer**	**Max Mark**
3(d)	**Case Study: The effects of economic development.** **Name and locate an economic activity.** **How has the economic activity affected the natural environment?** **What has been done to minimise damage to the environment?** Case study will be marked using 3 levels If no valid names area = Max L2, 5 marks maximum for valid ideas about effects and reduction **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of either effects on the environment or damage limitation - no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. **Level 2: [4-6 marks]** Description of both effects on the environment and damage limitation 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. **Level 3: [7-8 marks]** Thorough and developed description of both effects on the environment and damage limitation - with place specific detail 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. **Content guide:** Effects such as air/water/noise pollution, visual intrusion, loss of wildlife/habitats, soil erosion Minimise damage such as pollution laws/controls, screening, Planning of construction sites, preservation areas Soil conservation	**[8]**

Section B		
Question Number	**Answer**	**Max Mark**
4(a)	**Study <u>Fig. 16</u> in the Resource Booklet. It shows the average income (G.D.P.) of countries.**	
4(a)(i)	**Describe the distribution of middle-income countries. Refer to the Brandt line in your answer.** 2x1 Close to the Brandt line ✓ Most of South America ✓ Most of northern Asia ✓ Not in North America and Europe ✓ only one in Africa ✓	**[2]**
4(a)(ii)	**The Brandt Line was first used to divide the world into More Economically Developed Countries and Less Economically Developed Countries in 1980.** **Is this division still appropriate in the first decade of the 21st Century? Use evidence from <u>Fig. 6</u> to support your answer.** Point marking 1 mark for each reason given. Accept reasons for or against Rich countries are still North of the line ✓ Many middle income countries are south of it ✓ Africa is still poor ✓ Russia north of the line but middle income ✓ Only uses income so not a true reflection of development ✓ because GDP might be low while literacy high ✓	**[3]**
4(a)(iii)	**Use the table below to explain how Cuba is more economically developed than Kenya.**	

Development Indicator	Cuba	Kenya
Literacy rate (women)	99.8	79.7
Infant mortality (per 1000 births)	7.2	79

Answers must include development such as: Literacy is 20% higher in Cuba **so** more people have more opportunities ✓ Literacy rate for women is 20% higher in Cuba **so** greater equality✓ Ten times fewer babies die in Cuba **so** medical care must be much better ✓ Lower IMR in Cuba **so** better social conditions / sanitation ✓	**[4]**

Section C		
Question Number	**Answer**	**Max Mark**
4(b)	**Name <u>two</u> other indicators which can be used to measure development. For each indicator explain how it can be used.** Point marking 1 mark for indicator and 1 mark for development/explanation. Max 2 for 1 indicator. Indicators such as: Calorie intake – shows access to varied/healthy diet Life expectancy – shows availability of caring services Number of people per doctor – show availability of medical treatment Birth rate – shows availability/knowledge of birth control Percentage employment in primary industry – shows economic development / dependence on this sector of industry All above used to compare diet, medical care, support for elderly, economic change.	**[4]**
4(c)	**Development can be affected by aid. Explain <u>two</u> problems associated with aid.** Point marking 1 mark for problems and 1 mark for development/explanation. Max 2 for 1 problem. Dependence on aid✓ limits the will for self development✓(dev) Strings attached to aid encourages future economic reliance✓ Aid package is conditional on strategic support✓ Country may be slow to react ✓aid may not get where it is most needed✓(dev)	**[4]**
4(d)	Case Study: An Aid project in an LEDC **Name and locate an aid project.** **Describe the main features of the project.** **Explain how the project is sustainable.** Case study will be marked using 3 levels If no valid names area = Max L2, 5 marks maximum for valid ideas about aid project and sustainability **0 marks** No evidence submitted or response does not address the question. **Level 1: [1-3 marks]** Basic description of either the aid project or its sustainability - no development. Demonstrates limited relevant knowledge and information. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	

Section C		
Question Number	**Answer**	**Max Mark**
4(d) cont'd	**Level 2: [4-6 marks]** Description of both the aid project and its sustainability but basic statements with limited development and no place specific examples. 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. **Level 3: [7-8 marks]** Thorough and developed description of both the aid project and its sustainability - with place specific details. 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. **Content Guide:** Development project features could include: Farming/food production, provision of health/education/family planning services/clean water supply New industry, energy production, transport links, employment skills/training. Sustainability could include references to: Use/conservation of resources for future, involvement of intended recipients, Passing on of new ideas/techniques, long term nature of economic benefits, Impact of people's quality of life now and in the future Credit if explain how project is unsustainable	
		[8]
	Section B Total	**[25]**
	Paper Total	**[50]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	2			**2**
1(a)(ii)	2	1		**3**
1(b)	2		2	**4**
1(c)	3	1		**4**
1(d)	1	2	1	**4**
1(e)	5	3		**8**
		OR		
2(a)(i)		1	2	**3**
2(a)(ii)	2	1		**3**
2(b)(i)	2	1		**3**
2(b)(ii)	4			**4**
2(c)	2	2		**4**
2(d)	5	3		**8**
		And		
3(a)(i)	2		1	**3**
3(a)(ii)			1	**1**
3(a)(iii)	2			**2**
3(b)	2			**2**
3(c)(i)	2	1		**3**
3(c)(ii)		2		**2**
3(c)(iii)	2	2		**4**
3(d)	5	3		**8**
		OR		
4(a)(i)	1		1	**2**
4(a)(ii)	1	1	1	**3**
4(a)(iii)	4			**4**
4(b)	2	2		**4**
4(c)	2	2		**4**
4(d)	5	3		**8**
Paper Total	**30**	**16**	**4**	**50**