Level 1/Level 2 Certificate

Geography

8031/3
Application of Geographical Skills and Decision Making

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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GENERAL GUIDANCE FOR GEOGRAPHY EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose;
ensure that text is legible and that spelling, punctuation and grammar are accurate;
use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organized, demonstrating detailed linkages and the inter-relationships between factors
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks a perfect answer is not usually expected, even for full marks.

Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here*.

Where an answer fails to achieve Level 1, zero marks should be given.

The following is a list of the unit-specific annotations available on the CMI+ system:

c	- case study	m	- managed
desc.	- describe	r	- restored
exp.	- explain	ev.	- evidence
adv.	- advantages	env.	- environmental
dis.	- disadvantages	ec.	- economic

General Advice

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the standardization process and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Section A – The Application of Geographical Skills

1(a)	The two correct descriptions are the first (close to a secondary road) and fourth (near to land owned by the National Trust) boxes. Deduct 1 mark for every additional box ticked.	*2 marks* **AO3 – 2**
1(b)	The correct order of grid squares is 4390, 5087, and 4692. 1 mark if one correct, 2 marks if two correct, 3 marks if three correct.	*3 marks* **AO2 – 2** **AO3 – 1**
1(c)(i)	North East (NE)	*1 mark* **AO3 – 1**
1(c)(ii)	186 (metres)	*1 mark* **AO3 – 1**
1(c)(iii)	2.3 (km) (accept 2.1-2.5 km)	*1 mark* **AO3 – 1**
1(c)(iv)	2 x 1 The land rises gently from the car park (1), then more steeply (1). The slope is concave (1). The land is almost flat for approximately 1 km (1). In the last km the land rises over 150 metres (1). Any **two** valid points.	*2 marks* **AO2 – 1** **AO3 – 1**
1(d)	2 x 1 The proposed site is close to a Nature Reserve (with marsh and dune habitats), which might be disturbed or damaged by housing developments (1). Areas of mixed woodland would need to be removed to allow for the new housing (1). The development would be visually ugly in an area that is scenically attractive (1). Access might be a problem as the local roads are narrow and steep in places (1). Any **two** valid points.	*2 marks* **AO2 – 1** **AO3 – 1**

1(e)	Answers may focus on either the coastal zone or inland (or both). There is ample map evidence for the popularity of the area with tourists, including the presence of beaches and cliff scenery as well as the hills inland. The provision of facilities such as visitor centres, viewpoints, camping and caravan sites, hotels, parking and nature trails all offer evidence of the area's popularity with tourists. **Level 1 Basic (1–2 marks)** Random points, probably based on the tourism map symbols. List-like with limited attempt to say why the area is popular with tourists. *There are beaches. The area has many camp sites. There are several nature reserves. There is a visitor centre at Rhossili, and there are viewpoints and trails. Land is owned by the National Trust.* **Level 2 Clear (3–4 marks)** Clear description of tourist attractions with greater evidence of interpretation of map information. Linked statements, using evidence from different parts of the map. *This area has a number of wide sandy and shingle beaches, including those at Rhossili and Oxwich, suitable for bathing and surfing. There are several nature reserves, such as those at Oxwich bay with its lowlying beach and marshes, and others along the cliffs near Port Eynon, likely to be popular with bird watchers. The area has some steep cliffs with headlands and bays, and there are likely to be attractive cliff walks. Inland there are opportunities for walking on forest trails e.g. 4988 and a network of footpaths, some with viewpoints e.g. 4989.Accommodation seems to be varied and widespread, with many camping and caravan sites as well as hotels e.g. 4691. Much of the land is protected by the National Trust and is therefore likely to be accessible to the public. There are several castles and other historical remains found throughout the area.*	*4 marks* **AO2 – 3** **AO3 – 1**
		Total for Question 1: 16 marks

2(a)	2 x 1 Location. It is located in south Devon (1) Approximately 10 km from the south coast (1) Situated to the west of Exeter/north east of Plymouth etc (1) Size. 25-35 km W-E (1) 35-45km N-S(1) 1200 (accept 1000-1400) sq km	*2 marks* **AO3 – 2**
2(b)	2 x 1 Most rivers descend from Dartmoor to the sea (1). They show a radial pattern/radiate in all directions (1). Most rivers flow to the south coast (1). Only 2 rivers flow to the north coast (1).	*2 marks* **AO2 – 1** **AO3 – 1**
		Total for Question 2: 4 marks

3(a)	The width, depth and speed all increase between sites 1 and 8. (1) The gradient decreases downstream (1). The changes are not uniform/there are some anomalies (1) e.g. width decreases between sites 4 and 5 and between sites 7 and 8 (1). Max 2 for describing only one variable. Max 1 for quoting statistics from the table.	*3 marks* **AO2 – 1** **AO3 – 2**
3(b)(i)	1 mark for accurate plotting of the information – needs to be correct for both the horizontal and vertical figures.	*1 mark* **AO3 – 1**
3(b)(ii)	A straight line should pass through the middle of the points from approximately 0 width/0 depth to 10 m width/35 cm depth.	*1 mark* **AO3 – 1**
3(b)(iii)	There is a (strong) positive correlation (between width and depth) (1) **or** as the width increases the depth increases (1). Allow use of figures from the graph e.g. the width increases by 10 metres as the depth increases by 35 cm (1).	*1 mark* **AO2 – 1**
	Total for Question 3: 6 marks	

4(a)	1 mark for plotting the isoline correctly: it needs to be drawn through the points that are 300 mm and enclose the higher figures.	*1 mark* **AO3 – 1**
4(b)	Reference to both maps is necessary. The link between altitude and rainfall is evident, with the highest altitudes receiving the greatest amounts in November and December 2010. Areas below 300 m received much less rainfall, especially east of the moor. The emphasis is on description, with no credit for explanation. **Level 1 Basic (1–2 marks)** Simple link made between the two maps. No credit for quoting the rainfall amounts at different places. *The highest rainfall occurred on areas of high land whereas lowland areas experienced less rain. Places over 500 metres received the most rainfall.* **Level 2 Clear (3–4 marks)** Fuller use is made of the data, with clear description of the pattern of rainfall. *The amount of rainfall was closely related to the height of the land. Land below 300 metres generally received less than 200 mm, whereas the highest points such as Yes Tor and Cut Hill recorded over 300 mm. To the east of the high ground the figures were lowest, with less than 100 mm received in places such as Buckfastleigh and Newton Abbot.*	*4 marks* **AO2 – 2** **AO3 – 2**
	Total for Question 4: 5 marks	

5(a)	2 marks for selecting the two appropriate graphs. 1 mark if one suitable graph is chosen. (i) Pie chart (ii) Line graph	*2 marks* **AO2 – 2**
5(b)	2 marks for a labelled sketch of one type of graph. The sketch doesn't need to be accurately drawn, but should include the key elements i.e. the segments of the pie chart, the two axes and general trend on the line graph, and the shape of the triangular graph with percentages along each axis. Allow 1 mark for the general sketch and 1 mark for labelling of axes and/or other features.	*2 marks* **AO3 – 2**
	Total for Question 5: 4 marks	

Section B – Contemporary Issues in Urban Settlements

6(a)(i)	Sao Paulo Lagos 2 correct – 2 marks 1 correct – 1 mark	*2 marks* **AO3 – 2**
6(a)(ii)	Consistently rapid growth in LEDCs from 1970 to 2015 (estimate). In the two MEDCs the pattern differs, although from 2000 to 2015 (estimate) growth is marginal. **Level 1 Basic (1–2 marks)** Simple statements which suggest continued growth in LEDCs while growth slows in MEDCs. Some use of data or consideration of one country. *In LEDCs growth is rapid while in the MEDCs it is slowing down. In New York (MEDC) there is no expected growth from 2000 - 2015.* **Level 2 Clear (3–4 marks)** Uses data to identify rapid growth in LEDCs which is expected to continue while in MEDCs growth is expected to slow down. Good use of data and/or observations about variations/anomalies. *In general LEDC cities are growing rapidly and this is expected to continue. The city with the largest increase is Mumbai (LEDC) with an increase of 21 million people. In MEDCs growth is slowing between 2000 - 2015 (estimate) New York does not grow at all while Tokyo only increases by one million.*	*4 marks* **AO2 – 2** **AO3 – 2**

6(b)	Figure 7 identifies factors that might encourage people to move from rural areas or attract them to urban areas. **Level 1 Basic (1–2 marks)** Simple identification of reasons with limited explanation. *There are lots of jobs in the city and facilities are often better. Consequently people move to the city because of these opportunities.* **Level 2 Clear (3–4 marks)** Uses Figure 7 effectively to identify a range of reasons and offers clear explanation. *Opportunities in the countryside are limited and drought can force people to leave rural areas. People move to the city because there are job opportunities and earning money can improve living conditions. The data in Figure 7 shows that there is a better chance of getting healthcare and education in cities. This would attract people to the cities.* **Level 3 Detailed (5-6 marks)** Offers detailed use of Figure 7 and additional detail to express why people migrate to urban areas in LEDCs. *People migrate to urban areas for a number of reasons. They might be forced to move away from the countryside because of drought or because they cannot earn a living. The city attracts people. In Shanghai the opportunity for jobs brings money and this could be used to get better housing, healthcare and basic things like food and water. Opportunities for social facilities like schools are much greater in urban areas so people might move to give their children greater opportunities.*	*6 marks* **AO1 – 2** **AO2 – 2** **AO3 – 2**

6(c)	Lack of housing or poor housing quality is often seen as a major issue in developing cities. There are also a range of other challenges that exist in developing cities. Figure 8 explores some of these. **Level 1 Basic (1–2 marks)** Simple points from Figure 8 which are largely copied. *Developing cities have problems such as pollution, rubbish everywhere and also crime. These are big problems in many cities.* **Level 2 Clear (3–4 marks)** Clearer understanding which uses Figure 8 to identify a range of problems with some understanding about why they are problems. *While housing is a major problem in developing cities, there are lots of other problems. As shown on Figure 8, crime is an issue which can affect slum dwellers and there are often a range of environmental problems such as water and air pollution and dealing with waste. All of these things affect the quality of life.*	*4 marks* **AO2 – 2** **AO3 – 2**
6(d)	The key to the question is the identification of poor living conditions and then explaining how these conditions affect the wellbeing of people. **Level 1 Basic (1–4 marks)** Uses Figure 9 to identify the characteristics of poor residential areas (max 2 marks) and offers some explanation about how this affects the lives of people. *People are living in overcrowded shacks with no space. These are made of poor materials and it looks like there are no proper water or sewage facilities. This would affect health because disease would spread easily, especially with people living close together.* **Level 2 Clear (5–6 marks)** Uses Figure 9 to identify the characteristics of poor residential areas and goes on to offer clear explanation of how conditions impact the lives of people. *Houses are poor quality, overcrowded and have no facilities. The street is used as a toilet and water borne disease will spread easily. With no water systems, keeping clean will be difficult and cooking food not easy. All of these factors will increase the risk and spread of disease. The houses are makeshift and could be easily damaged from storms. People probably don't own the homes so they have no security.*	*6 marks* **AO1 – 2** **AO2 – 2** **AO3 – 2**

6(e)(i)	Candidates can make reference to one project or make relative points in support of their choice of project. The emphasis is on evaluating the possible effectiveness of the chosen strategy in tackling the 3 main urban problems. **Level 1 Basic (1–4 marks)** Selects a project and makes general points about how it might improve living conditions. Only tentative reference to the three identified problems. Little or no evaluation of the effectiveness of the chosen project *Project 1 will give people better water supply and improve housing. This will mean that people have less disease and can lead a better life.* **Level 2 Clear (5–7 marks)** Selects a project and makes clear reference to the identified problems. Starts to evaluate the effectiveness of the chosen project. Not always balanced. *Project 1 appears to have the best effect on quality of life. Repairing water pipes and putting in sanitation will reduce the health problems linked to poor sanitation. Improving health means people can work and earn money, improving their lives. This will also improve housing conditions, a major problem for the urban poor in Kolkata. This scheme is realistic and is likely to be effective in a fairly short time. It will help people in the poorest areas of the city, but will also help to reduce industrial pollution, which may be a source of contaminated water and a cause of disease.* **Level 3 Detailed (8–9 marks)** Selects a project and makes reference to all three of the identified problems. Some relative discussion. Evaluates the effectiveness of the chosen strategy in tackling the 3 main problems in detail *Project 1 will improve water supply and sanitation in some of the poorest areas. This is a major environmental/health issue which this project will improve. This will significantly improve the quality of life for thousands of people. Building water treatment plants should reduce industrial pollution, another major problem.* *While the project does not build new homes for the poor, it does improve housing conditions because water supply and sanitation will mean it will be easier to wash and cook as well as reducing disease – so one element of housing quality will be improved.* *One key advantage of this project is that it will be effective in improving people's lives in a relatively short time period, on a large scale and at reasonable cost. The scheme is appropriately focused on improvements to the most economically deprived areas. It will also help to improve public health significantly by tackling the issue of water pollution in industrial parts of the city.*	*9 marks* **AO1 – 3** **AO2 – 6**

6(e)(ii)	Each project has limitations in relation to the identified needs of the city. The idea here is to recognise those limitations in relation to the identified needs. **Level 1 Basic (1-2 marks)** Identifies possible limitations with limited reference to the original problems identified on Figure 10. *Project 1 will only extend water supply to some areas and probably will not fix all of the leaks. Some areas will not be affected and will not be much better off*. **Level 2 Clear (3-4 marks)** Identifies possible limitations with clear reference to the original problems identified on Figure 10. *Project 1 will improve water and sanitation in some houses and reduce industrial pollution but it will not do much to help the traffic pollution and will not provide any new housing so ½ million people will still be homeless. It helps some of the problems but not all of them. It may cause conflict between those slums which get new water supply and those which do not*.	*(4 marks)* **AO2 – 4**
	Total for Question 6: 35 marks	