Mark Scheme (Results)

Summer 2007

IGCSE Geography (4370/2H)

Question 1

Part	Mark Allocation	Acceptable Responses
(a)	2 x 1	1 mark per valid point e.g. wettest in NW; dry east coast; declines eastwards … Credit each valid distinctive point.
(b) (i)	3 x 2	1 mark per valid factor e.g. development needs in dry east; water wasted as flows into Mediterranean; headwaters in wet Spain …. 2nd mark in each case for development into full reason. Expect use of fig 1 and distinctiveness.
(b) (ii)	1 + 1	Up to 2 valid consequences e.g. delta issues …; land flooding …. Expect distinctiveness and use of fig 1.
(c)	Level 1 = 1-2	L1: expect basic ideas of demand reduction/water-saving; transfers etc.
	Level 2 = 3-4	L2: expect development of ideas e.g. rationing; bans; public education … Expect more specific measures, either listed or described. Fewer measures (erg 2) required for max marks if latter.
(d)	Level 1 = 1-2	L1: expect basic ideas e.g. no treatment or treatment; pipework; transport of bottled water …
	Level 2 = 3-4	L2: expect clear understanding of meaning of quality and how quality changes affected by actions. Mechanism sought e.g. clean/safe water and treatment/purification plants.
	Level 3 = 5-6	L3: expect: examples (e.g. MEDC cities versus rural LEDC supplies) and/or thorough mechanism and strong place sense.
TOTAL	20	

Question 2

Part	Mark Allocation	Acceptable Responses
(a) (i)	1	Credit idea of erupting … Focus to be on active. Must mention the words – eruption/ erupting or explosion/exploding
(ii)	Level 1 = 1-3	L1: expect data response lists from fig 2 i.e. fertile soils; tourist income; local energy source … factors to be distinctive.
	Level 2 = 4	L2: expect range of factors with explanation of attraction explicit.
(b)	Level 1 = 1-3	L1: expect partial account/diagram of one type of plate boundary. Expect basic link and broad outline of formation.
	Level 2 = 4-5	L2: expect fulsome account/labelled diagram of plate boundary processes (constructive and/or destructive) leading to volcano formation.
(c)	2 x 2	For each way, 1st mark for valid naming e.g. walls; diversion channels; building away from cone …. 2nd mark for description (i.e. how it works). Use of Fig 2 for ideas acceptable.
(d)	Level 1 = 1-2	L1: expect effects of eruptions described/listed short-term and/or long-term.
	Level 2 = 3-4	L2: expect factors/reasons behind different magnitude of effect in LEDCs and MEDCs e.g. resources; technology; management …
	Level 3 = 5-6	L3: expect short-term (e.g. damage) and long-term (e.g. later and affected by planning) distinction and related to reasons, effects and LEDCs/MEDCs (e.g. long-term effects minimal in MEDCs ….).
TOTAL	20	

Question 3

Part	Mark Allocation	Acceptable Responses
(a) (i)	2 x 1	Credit up to 2 valid points e.g. too much food for population; overproduction; storage of surpluses ….
(ii)	2 x 1	1st mark = wasteful 2nd mark = for development/elaboration ego cost/alternative use of resources/food shortages elsewhere ….
(iii)	3	Max marks for either: • full description of one policy e.g. set-aside or • partial description plus naming of second policy (e.g. afforestation ..) Max of 2 for list of schemes.
(b)	3 x 1	1 mark per valid factor/reason e.g. fertilisers; CAP; mechanisation … Expect distinctiveness. Allow max of 1 for general reasons unconnected to EU farming e.g. exports
(c) (i)	Level 1 = 1-2	Look for case study (but no mark for LEDC naming). L1: expect outline of attempt/scheme. Accept generic responses relevant to increasing output.
	Level 2 = 3-4	L2: expect description set in a specified location of an actual scheme e.g. Green Revolution, Irrigation. Accept local knowledge.
(ii)	Level 1 = 1-2	L1: expect listing of causes e.g. pests; include difficult natural environments; war disrupting farming ….
	Level 2 = 3-4	L2: expect some explanation i.e. reasons rather than mere factors listed. Accept a long list of valid factors.
	Level 3 = 5-6	L3: exemplified and link between cause and shortage clear. Example of a food-deficit area with reference to appropriate causes (case study approach) required.
TOTAL	20	

Part	Mark Allocation	Acceptable Responses
(a) (i)	3 x 1	Adopt point marking e.g. overtakes UK 2006-07 (1); exponential or equivalent rate of growth (1); data e.g. 5-6 fold increase in … (1) etc .. Credit up to 3 valid and distinctive points.
(ii)	1	NIC (accept RIC).
(iii)	2	2 marks = full definition i.e. total production of all goods and services in … in a year. 1 mark = partial definition e.g. output. Accept Gross Domestic Production.
(iv)	4	Adopt point marking e.g. tells nothing of how distributed (1) or how spent (1); doesn't measure q.o.l. (quality of life) (1) or happiness (1) etc… Credit up to 4 valid and distinctive points.
(b)	Level 1 = 1-2	L1: expect more obvious changes e.g. living standards rise; busier; more goods; less poverty; more like MEDCs ….
	Level 2 = 3-4	L2: expect detailed, more indirect or negative changes e.g. education improvements; atmospheric pollution; gap between rich-poor grows; urban affluence. Examples may be a feature e.g. Chinese rural poverty persists while Shanghai booms.
(c)	Level 1 = 1-2	L1: expect listing of causes/factors e.g. industrialisation; exports; energy discoveries ….
	Level 2 = 3-4	L2: expect some explanation of links/development. Accept long lists of valid and distinctive factors.
	Level 3 = 5-6	L3: exemplified with link between at least 2 causes and GDP increase clear. Examples of places (e.g. Chinese export-led growth) necessary for L3 and (max marks).
TOTAL	20	

Question 5

Part	Mark Allocation	Acceptable Responses
(a) (i)	2 x 1	Look to award 1 mark for net immigration/inflow > outflow concept, and 1 mark for data supporting the concept (e.g. +150 thousand).
(ii)	2 x 1	Credit up to 2 valid points e.g. net migration rose; inflows rose rapidly after 1997; positive balance rose
(iii)	2 x 1	1 mark = increase; 1 mark = data (e.g. +150 thousands) or natural change awareness acceptable.
(b)	2 + 2	Forced = 2 marks; Voluntary = 2 marks. For each 1st mark for definition; 2nd mark for example (i.e. factors e.g. persecution; work … or for place examples e.g. Turks → Germany as voluntary).
(c)	Level 1 = 1-2	L1: expect responses to focus on UK migration i.e. refugees; forced by poverty, war, famine … May define asylum.
	Level 2 = 3-4	L2: expect focus on asylum-seeking motives i.e. civil liberties in UK; welfare state; Commonwealth country origin … Expect asylum meaning to be either implicit or explicit for max marks.
(d)	Level 1 = 1-2	L1: lists obvious immigration difficulties e.g. separating forced and voluntary arrivals ….
	Level 2 = 3-4	L2: describes difficulties or offers long list of difficulties.
	Level 3 = 5-6	L3: offers deep-seated difficulties e.g. emigration from LEDCs not controlled; inevitable in a divided/unequal world; poor and rich neighbours … Place examples may be offered.
TOTAL	20	

Question 6

Part	Mark Allocation	Acceptable Responses
(a) (i)	2 x 1	Credit up to 2 valid points e.g. town/city centre or Central Business District (1); shopping zone (1); expensive land (1) ….
(ii)	1	1 sq km
(b) (i)	3	1 mark per valid factor up to 3. Two fully developed reasons = max. Factors include route in and out of CBD; CBD accessible and attractive; inner relief roads …
(ii)	4	Max of 3 for listing of schemes e.g. bus/rail; tramway; ring road .. Must be explanation for max marks as to how way works. Two developed valid ways = max marks.
(c) (i)	Level 1 = 1-2 Level 2 = 3-4	L1: expect basic points e.g. bring in students; attract shoppers; looks nicer; more local population …. L2: expect focus on how it/they regenerate e.g. spending; job creation …. For max marks must obviously relate to more than one named scheme e.g. housing; service industries or transport developments.
(ii)	Level 1 = 1-2 Level 2 = 3-4 Level 3 = 5-6	L1: merely describes inner city decline e.g. clarifies rundown ..; links descriptive words to inner city decline. L2: offers basic reasons (e.g. deindustrialisation ..) and names/ outlines an example. L3: offers fuller account of reasons in a spatial context or a case study-style answer of where and why.
TOTAL	20	

Question 7

Part	Mark Allocation	Acceptable Responses
(a)	2 + 2	1 rising curve (1); 0-9° C - 1° C increase since 1860 (1). 2 0.7° C rise (1); 1900 temperature and 2005 temperature (1)
(b)	Level 1 = 1-3	Expect lists of offending activities e.g. burning forests; car exhausts ….
	Level 2 = 4-5	Look for two distinctive points or developments in each case.
(c)	2 + 2 + 2	Expect overarching concept of pollution and carbon/fossil fuel burning. A long and accurate list of offending activities worthy of L2 – (4 marks). Credit all valid responses. Each 2 mark max can be for 2 valid points or 1 developed point.

(d)	6 (3 x 2)	1 food supply (2 marks available) e.g. more overall (1);
		      regional shortages (1); disruption (1) …
		 2 water resources (2 marks available) e.g. wetter world
		      overall (1); drought in places (1); example of predicted drier place (1) ….
		 3 GDP (2 marks available) e.g. adaptation costs (1); could fall overall (1) …
		
		 Allocate 2 marks to each aspect of question, i.e.
		
		 • aims (0-2 marks) e.g. control CO_2 emissions (1); sets agreed targets per country (1) ….
		 • successes (0-2 marks) e.g. slowing rate of increase in some MEDCs (1); carbon trading (1) ….
		 • failures (0-2 marks) e.g. USA ratification (1); NIC economic growth (1) ….
		
		 Each 2 mark max can be for 2 valid points or 1 developed point.

(e)	Level 1 = 1-3 Level 2 = 4-6 Level 3 = 7-9	L1: Expect short lists of advantages and disadvantages or a one-sided response. L2: Expect long lists of advantages and disadvantages or a balanced response with limited explanation. L3: Expect explanation of a range of advantages and disadvantages.
TOTAL	30	

Part	Mark Allocation	Acceptable Responses
(a) (i)	2 + 2	1 Award 1 mark for list of countries from Fig. 8. 2nd mark for qualification i.e. wide range (Asia, Caribbean ….). 2 Award 1 mark to global being defined e.g. worldwide … and 1 mark to brand e.g. a single name remembered and understood easily ….
(ii)	3 + 3	For each aspect of question award up to 3 marks with 2 marks for basic reason i.e. 1 cheaper labour (1) plus development of idea (1) 2 greater income/spending power (1) plus development of idea (1) 3rd and final mark for a second reason in each case e.g. global communications/transport; health & safety regulations ….
(iii)	Level 1 = 1-3 Level 2 = 4-5	L1: expect a list of relevant factors (e.g. mergers and takeovers/or awareness of rise of TNCs/trend is small number of very large firms. L2: expect some explanation of advantages of large companies i.e. economies of scale; can afford marketing and R & D ….
(b)	Level 1 = 1-2 Level 2 = 3-4 Level 3 = 5-6	L1: expect a short list of advantages and of disadvantages or a longer, one-sided list. L2: expect a longer list of both so answer balanced. L3: expect description of a range of advantages and disadvantages. At least 2 of each! Advantages and disadvantages include large efficient companies; companies more powerful than governments; benefit the rich; environmental damage
(c)	Level 1 = 1-3 Level 2 = 4-6 Level 3 = 7-9	L1: expect list of contributory factors e.g. the media; transport improvements …. L2: expect either a long list of factors or explanation of 1-2 factors plus clear understanding of what a single global market means. L3: expect a range of contributory factors explained, including TNCs and WTO-and-EU-style free trade.
TOTAL	30	

Part	Mark Allocation	Acceptable Responses
(a) (i)	2 x 1	Expect outline but valid definition for 1 mark e.g. child deaths …. for max marks (2), expect full definition, including an age (e.g. under-1s; under-5s).
(ii)	2 x 1	Credit up to any two valid pieces e.g. GNP less; fewer doctors per 1000 people … Candidates must the Figure 9a information by using words like more, less, fewer which compare/ contrast the two countries in words and not merely copy the numbers. Straight lifting gets no credit. Each piece of evidence must be distinctive.
(iii)	2 x (1 + 1)	Expect choices to be infant mortality rate and doctors (per 1000 people) for 2 x 1. 2nd mark in each case, for reason ensuring that understanding of human welfare evident (people's well-being, contentment, quality of life ..). Accept other choices if justified adequately in welfare terms.
(b) (i)	3 (3 x 1)	Reserve 1 mark for idea that large difference. 0-2 marks on a valid points basis for supporting evidence e.g. Africa has lower HDI (1), Europe and North America have high HDI (1) …
(ii)	1	Credit all accurate meanings even if brief e.g. length of life; average age of death … or fuller more precise definitions.
(iii)	3	Max marks for 3 valid indicators stated e.g. % enrolled in primary schools; literacy rate …. or 2 such indicators developed. 2 marks for 2 indicators or one developed indicator. Reject vagueness – must be measurable!
(iv)	Level 1 = 1-2 Level 2 = 3-4 Level 3 = 5-6	L1: expect lists of better and/or worse indicators e.g. better education; longer lives; more goods …. L2: expect factors behind indicators e.g. better and longer schooling; more doctors; cleaner hospitals .. Brief examples may be given. L3: expect full reasons for differences e.g. MEDCs have funds for cleaner hospitals and more doctors. Actual examples of places and facilities may be given.
(c)	Level 1 = 1-3 Level 2 = 4-6 Level 3 = 7-9	L1: expect development aid to be defined/described and/or basic distinction between government aid and NGO aid (charities). L2: expect government/NGO aid described and/or various types listed e.g. emergency; bilateral; money; expertise … L3: expect description of a range of types not only government/NGO. Examples may be given.
TOTAL	30	