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Geography (4370)

First examination May 2005

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Specimen Papers and Mark Schemes

London Examinations IGCSE

Geography (4370)

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Specimen Papers

Mark Schemes

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Candidate No.					

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Examiner's use only

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Paper Reference(s)

4370/1F

London Examinations IGCSE

Geography

Specimen Paper 1F

Time: 1 hour 45 minutes

Materials required for examination
Nil

Items included with question papers
Nil

Question Number	Leave Blank
Section A	
1	
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Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname and initials and your signature.
This paper is arranged in two sections, A and B.
In **Section A**, answer **ALL** questions in the spaces provided.
In **Section B**, answer **ONE** question in the spaces provided.

Information for Candidates

The total mark for this paper is 110.
The marks for parts of questions are shown in round brackets: e.g. (**2**).
This paper has nine questions. There are 32 pages. All blank pages are indicated.

Advice to Candidates

Write your answers neatly and in good English.

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London Examinations
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SECTION A

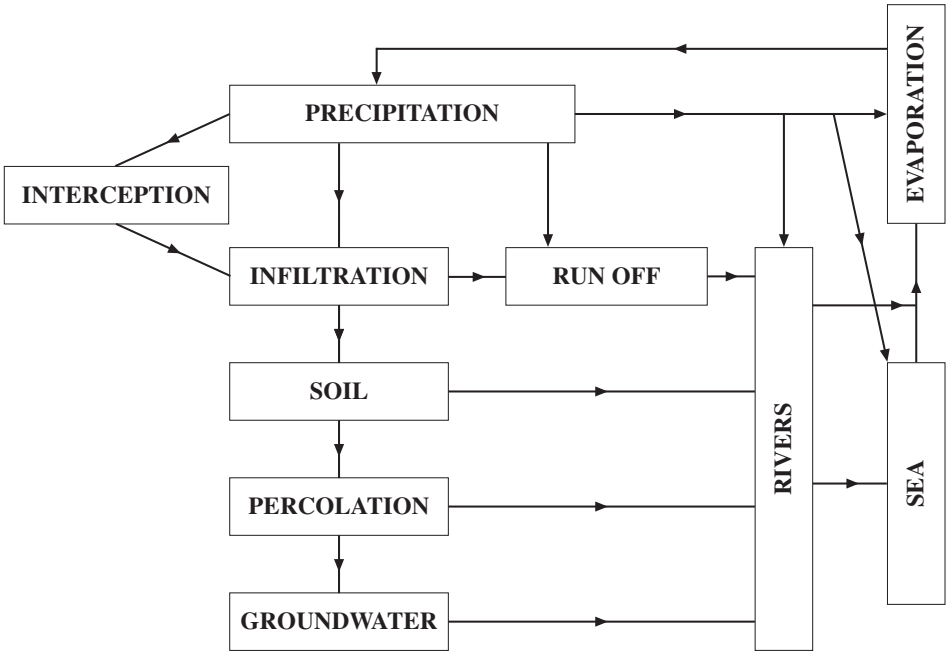
Leave blank

Answer ALL SIX questions.

1. Water

(a) Study Figure 1a which shows the hydrological cycle.

Figure 1a



(i) Read the statements below and in each case tick the correct box.

1. Some water goes directly to evaporation from precipitation ☐
   Some water goes directly to evaporation from percolation ☐

2. Some water reaches rivers directly from interception ☐
   Some water reaches rivers directly from evaporation ☐
   Some water reaches rivers directly from groundwater ☐

3. Infiltration means
   Any form of water falling from the atmosphere ☐
   The movement of water into the soil ☐
   Heat changing water into water vapour ☐

(3)

(ii) What name is given to the process which takes water from the soil to the river?

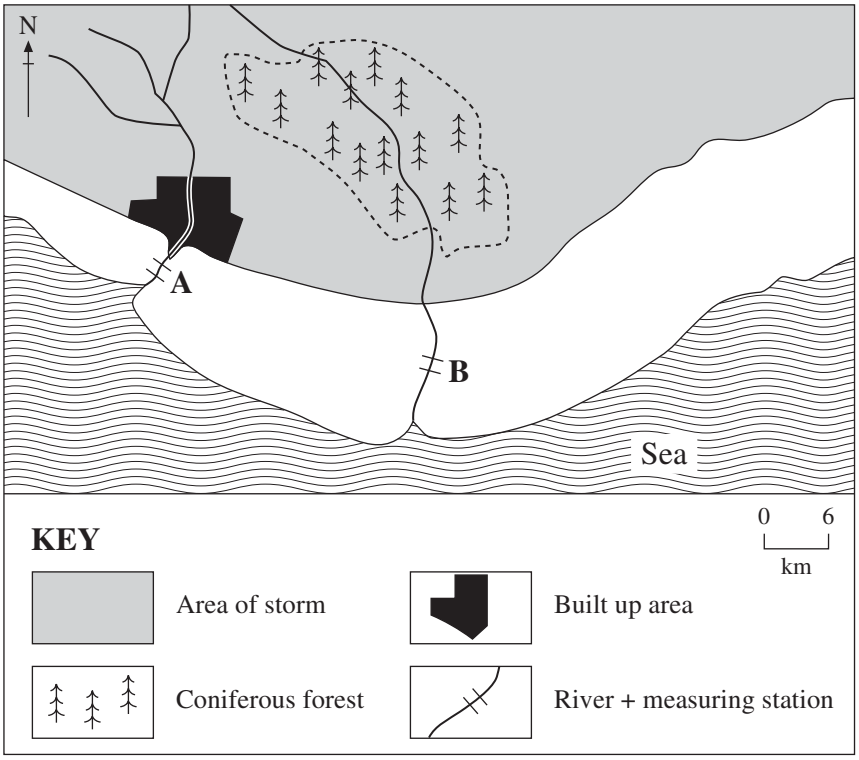
.....

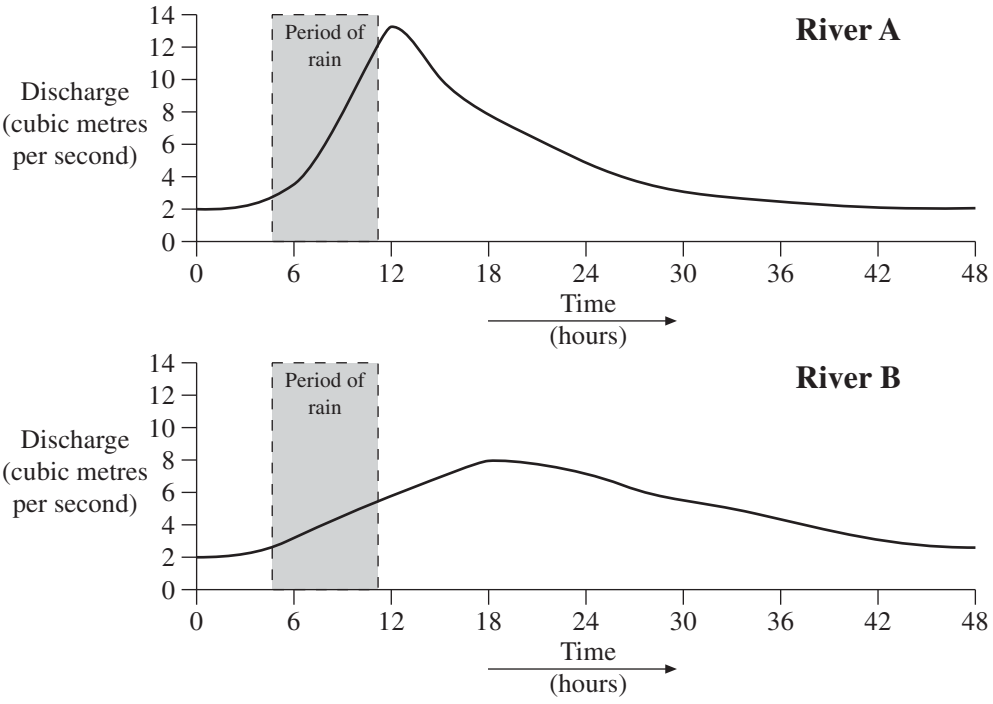
(1)

(b) Study Figure 1b, which shows a map of two river valleys. Below the map is a hydrograph for each of the rivers.

Leave blank

Figure 1b





(i) What is the time of the peak discharge of River B?

.....

(1)

(ii) What is the discharge (in cumecs) of River A at 12.00 hours?

Leave blank

.....

(1)

(iii) Give **three** reasons why the peak discharge of River B is later than that of River A.

1. .....

2. .....

3. .....

(3)

(c) Rivers often flood. This is likely to be a problem for towns built on their flood plains.

For a town you have studied which has a flood protection scheme

(i) Name the town and the river.

.....

(1)

(ii) Name **one** type of defence which protects it from flooding.

.....

(1)

(iii) Explain how it protects the town from flooding.

.....

.....

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.....

.....

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.....

(4)

Q1

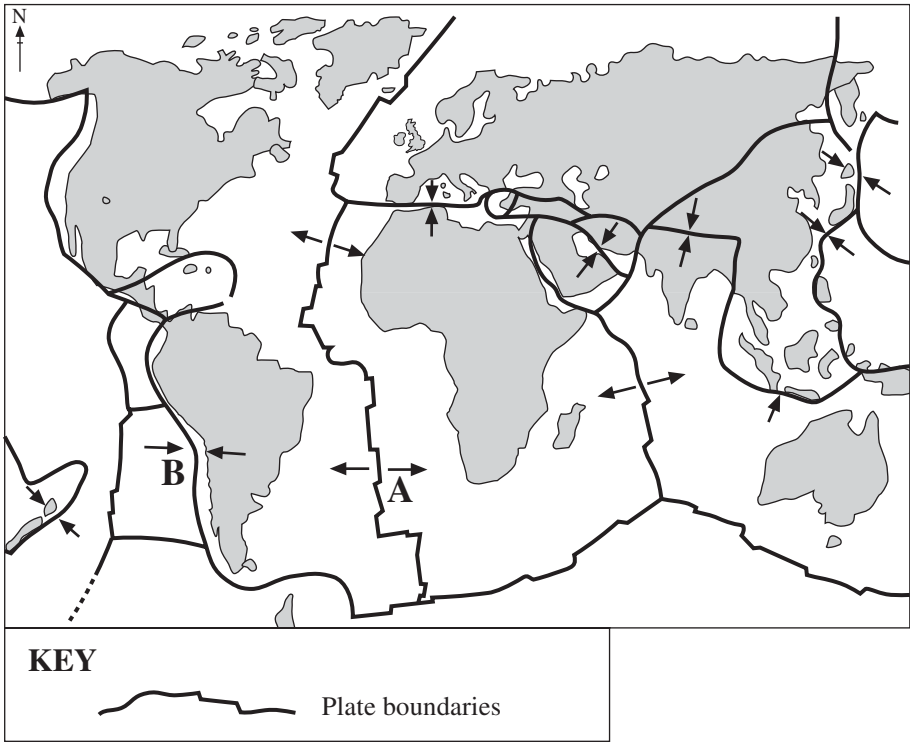
(Total 15 marks)

2. Hazards

Leave blank

Study Figure 2a, which is a map showing some of the main tectonic plate boundaries of the world.

Figure 2a



(a) Describe what is happening at the two plate boundaries, A and B.

A. .....

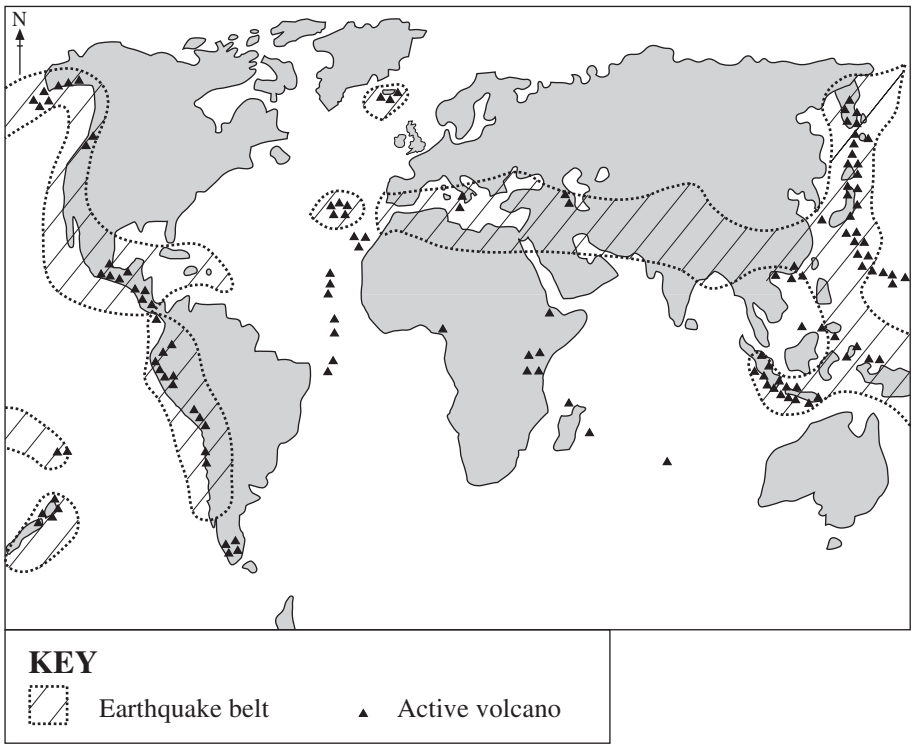
B. .....

(2)

(b) Study Figure 2b which is a map showing the world distribution of volcanoes and earthquakes.

Leave blank

Figure 2b



(i) Describe the distribution of earthquake belts.

.....

.....

(2)

(ii) Explain how the distribution of earthquakes is related to plate movements.

.....

.....

.....

(2)

(iii) Explain the distribution of volcanoes.

Leave blank

.....

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.....

.....

.....

(3)

(c) Earthquakes affecting urban areas are usually more damaging than those affecting rural areas.

(i) Give **two** reasons for this.

1. .....

.....

2. .....

.....

(2)

(ii) Suggest **two** ways of reducing earthquake damage.

1. .....

.....

.....

.....

2. .....

.....

.....

.....

(4)

Q2

(Total 15 marks)

Leave blank

3. Production

(a) In the space below, place the letter P next to an example of a primary sector job, and the letter T next to an example of a tertiary sector job.

Farmer ☐

Shopkeeper ☐

Car factory worker ☐

Shoe maker ☐

(2)

(b) Study Figure 3a, which shows the percentages of the working population in the three employment sectors of countries, A, B, C and D.

(i) Complete the table by writing in the name of the missing sector and the missing percentage.

Figure 3a

	Sector		
Country	Primary		Tertiary
A	4	32	64
B	52		30
C	15	60	25
D	82	2	16

(2)

(ii) Which country is likely to be

The USA? .....

Reason .....

The least economically developed? .....

Reason .....

(4)

(iii) 82% of country D's working population is in the primary sector. Describe **two** problems which might result from this dependence on the sector.

1: .....

.....

2: .....

.....

(2)

(c) Study Figure 3b which is an advertisement for the nuclear power industry.

Leave blank

Figure 3b

ARE OIL AND COAL TOO VALUABLE TO GO UP IN SMOKE?

- Oil plays a vital role in the production of fertilisers, medicines and plastics.
- And coal is capable of producing man-made fibres, natural gas, even aviation fuel.
- But oil and coal have a limited lifetime.
- The more we burn for electricity, the less we have for other vital uses.
- Nuclear power can ease the pressure on our limited resources.
- Unlike conventional fuels, uranium is only good for generating electricity.
- And it's only needed in tiny quantities.

A uranium fuel pellet the size of a thimble provides about the same amount of electricity as 1¼ tonnes of coal.

- If you'd like to know more about nuclear energy, please send for our information pack.

(i) Which **two** advantages of nuclear power are mentioned?

1. .....

.....

2. .....

.....

(2)

Question 3 continues on the next page.

(ii) What are the disadvantages of nuclear power?

Leave blank

.....

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.....

(3)

Q3

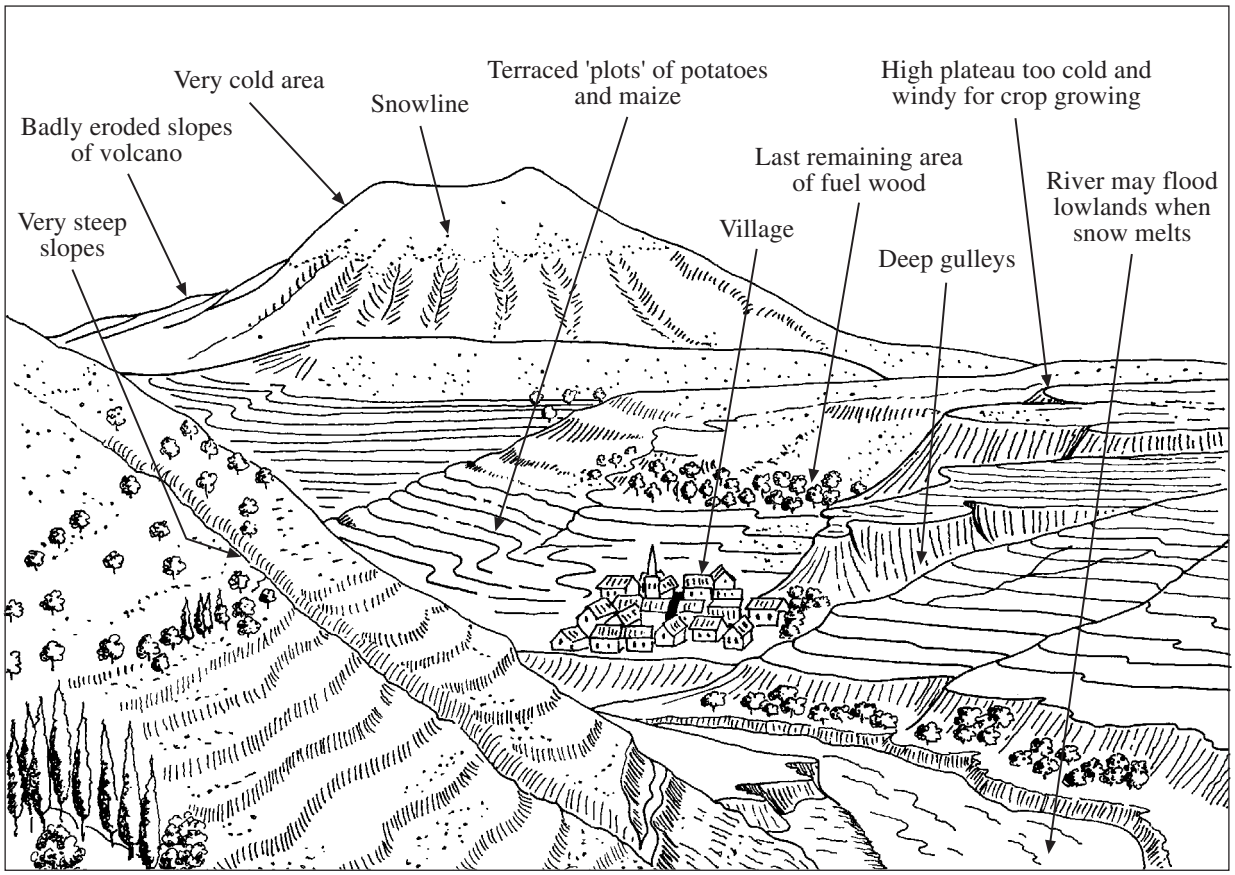
(Total 15 marks)

4. Development

Leave blank

Study Figure 4, which gives information about living conditions around a village in the Andes Mountains, in South America.

Figure 4



The area varies in height from 800 metres above sea level to over 6,000 metres. The valley is very isolated as it can only be reached by a winding dirt road (a journey of 15 hours from the capital city).

Only about 10% of the people speak Spanish (the national language) and the literacy rate in the local language is 25%.

About 2,500 people live in the district (80% of them in the village itself). 65% of the people are aged under 20 and the population growth rate is 3% per annum. Health standards have improved since the arrival of a nurse, sponsored by a charity.

Agriculture, the main means of support, is largely subsistence. The main crops are wheat, maize and potatoes. Some goats, sheep and llamas are reared on the plateau.

At present, agriculture takes all the available labour, but there is great concern about unemployment in the future.

(a) State **six** difficulties which the area faces in trying to develop its economy.

Leave blank

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

6. .....

.....

(6)

(b) An international development organisation has suggested seven possible projects for the development of the area:

Project 1: Create a tourist village with facilities for winter ski-ing and foreign visitors.

Project 2: Build a series of mini hydro-electric stations.

Project 3: Set up llama and cattle ranches on the high plains.

Project 4: Establish a village co-operative to sell pesticides and fertilisers and organise marketing.

Project 5: Organise a women's knitting co-operative to weave and knit llama and alpaca jumpers.

Project 6: Build a sugar mill for processing local sugar cane, grown on newly-irrigated areas of the valley floor.

Project 7: Construct an 'all-weather' surfaced road out of the valley to link with the national road system.

Choose **three** of these projects which you think should be part of a development plan for the area. Use the information in Figure 4 to explain why you have chosen each one.

Leave blank

Chosen project 1.

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Chosen project 2.

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Chosen project 3.

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(9)

Q4

(Total 15 marks)

5. Migration

Leave blank

Study Figure 5, which shows the impact of internal migration on rural and urban populations in LEDCs (less economically developed countries) and MEDCs (more economically developed countries).

Figure 5

	1981–2001	
	Migration impact on rural population	Migration impact on urban population
LEDCs	Decrease	Increase
MEDCs	Increase	Decrease

(a) (i) Which type of migration has occurred in

Choose your answer from the following list:

- Rural-to-rural
- Rural-to-urban
- Urban-to-rural
- Urban-to-urban

LEDCs? .....

MEDCs? .....

(2)

(ii) Tick the statements below which are true.

- LEDCs have been experiencing urbanisation ☐
- LEDCs have been experiencing counter-urbanisation ☐
- MEDCs have been experiencing rural de-population ☐
- MEDCs have been experiencing counter-urbanisation ☐

(2)

(iii) Give the meaning of the term, 'internal migration'.

.....

(1)

(b) With reference to migration, use an example to explain the following terms

Leave blank

Push factor

.....

.....

Pull factor

.....

.....

(4)

(c) Choose **one** of your answers to (a)(ii) and describe the effects of this migration on

The host areas to which migrants move.

.....

.....

.....

.....

.....

.....

The source areas from which migrants leave.

.....

.....

.....

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.....

.....

(6)

Q5

(Total 15 marks)

6. Urban environments

Leave blank

(a) Study Figure 6a which shows the world's largest cities in 1970 and 2000.

Figure 6a

Rank order	1970	
	City	Population (millions)
1	New York	16.5
2	Tokyo	13.4
3	London	10.5
4	Shanghai	10.0
5	Mexico City	8.6
6	Los Angeles	8.4
7	Buenos Aires	8.4
8	Paris	8.4
9	Sao Paulo	7.1
10	Calcutta	6.5

Rank order	2000	
	City	Population (millions)
1	Tokyo	26.7
2	Bombay	22.3
3	Shanghai	21.0
4	Lagos	19.8
5	Sao Paulo	19.1
6	Jakarta	18.2
7	Mexico City	17.2
8	Beijing	16.8
9	Karachi	16.6
10	New York	16.3

(i) Read the statements below and tick the correct box

Three of the 1970s cities are found in Europe ☐

Three of the 1970s cities are found in Asia ☐

(1)

(ii) Which city's population doubled between 1970 and 2000?

.....

(1)

(iii) Name **two** cities which increased their rank order between 1970 and 2000.

1. .....

2. .....

(2)

(b) Name **one** city in a LEDC, which you have studied, where there was rapid population growth between 1970 and 2000.

Leave blank

.....

(1)

(i) Give **two** reasons for this rapid growth.

1. .....

.....

2. .....

.....

(2)

(ii) Describe **one** problem caused by this rapid growth.

.....

.....

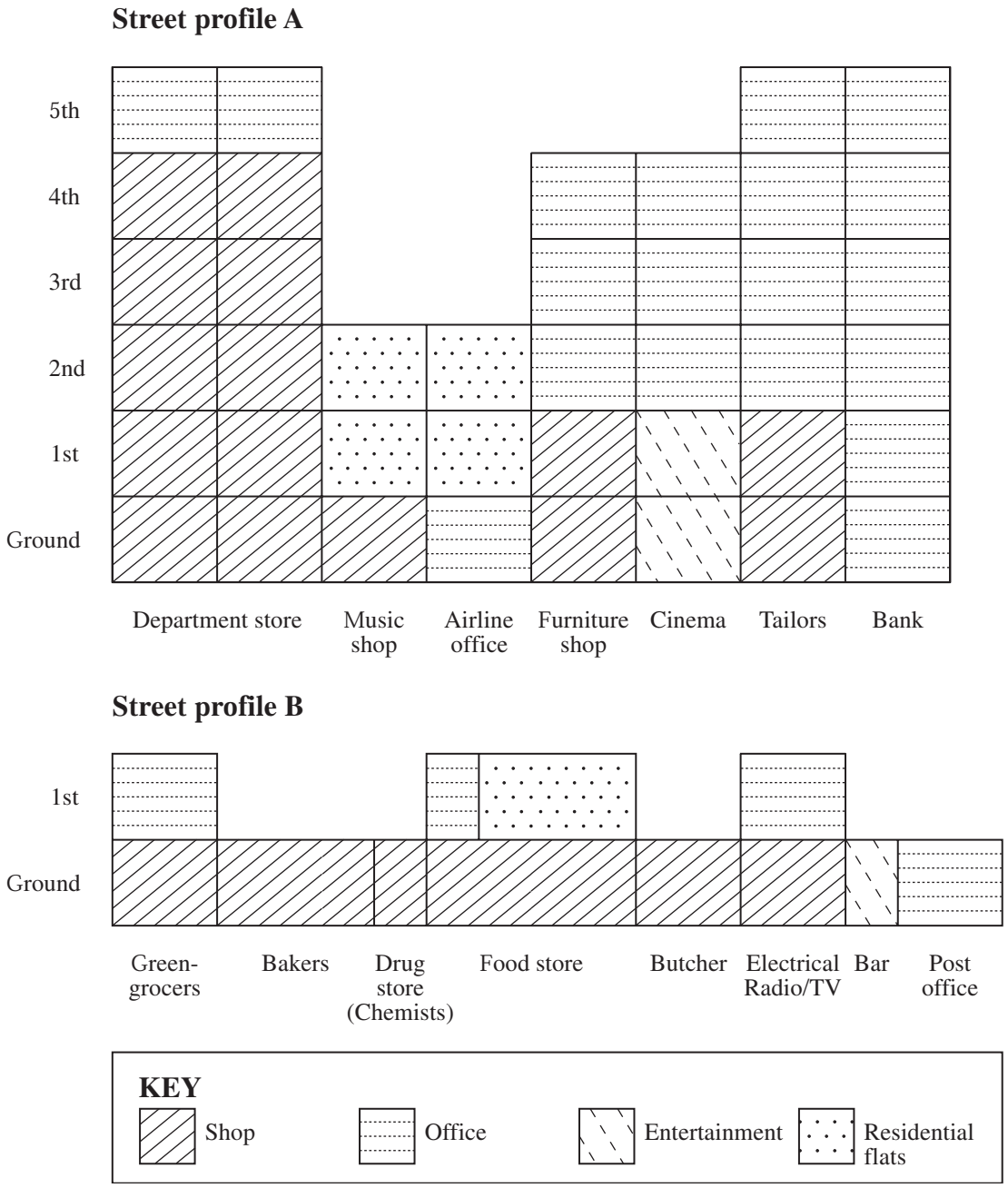
.....

(2)

(c) Study Figure 6b which shows the profiles of two streets, A and B, in a Brazilian city.

Leave blank

Figure 6b



(i) Which profile shows a street in the C.B.D.?

.....

(1)

(ii) Give reasons for your choice.

Leave blank

.....

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(5)

Q6

(Total 15 marks)

TOTAL FOR SECTION A: 90 MARKS

SECTION B

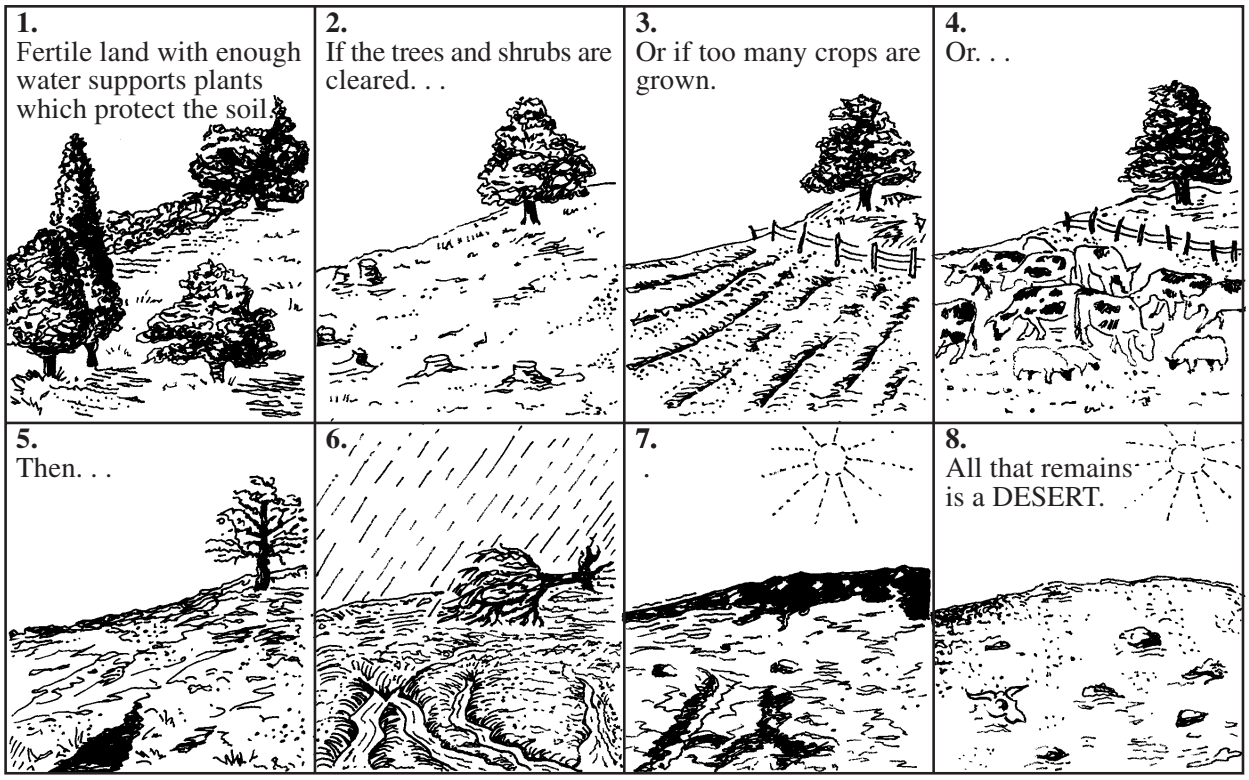
Leave blank

Answer ONE question only.

7. Fragile Environments

Study Figure 7a, which shows how the activities of people can help to create deserts.

Figure 7a



(a) State **two** ways in which people can help to create deserts.

1. .....

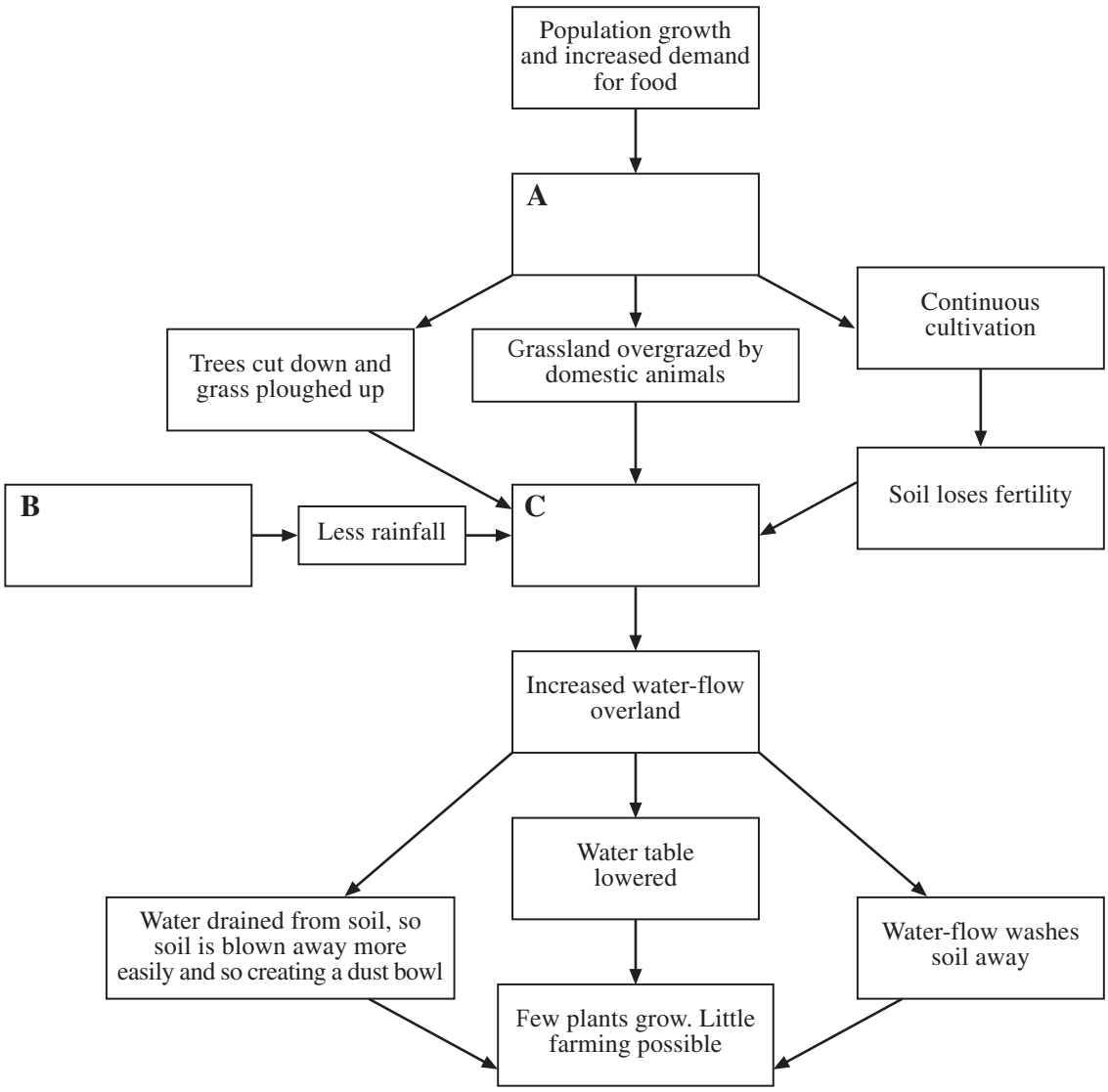
2. .....

(2)

Study Figure 7b which is a flow-diagram showing the processes leading to desertification.

Leave blank

Figure 7b



(b) (i) Add the following labels to the correct empty boxes (A, B and C) in Figure 7b.

Afforestation

Bare soil

Climate change

Farmers try to increase food supply

(3)

(ii) Match up boxes 2, 6 and 7 on Figure 7a with the appropriate boxes on Figure 7b. Write the numbers 2, 6 or 7 by the side of the appropriate box on Figure 7b.

(3)

(iii) Human activity is not the only cause of deserts. Give the other cause of desertification, shown in Figure 7c (overleaf).

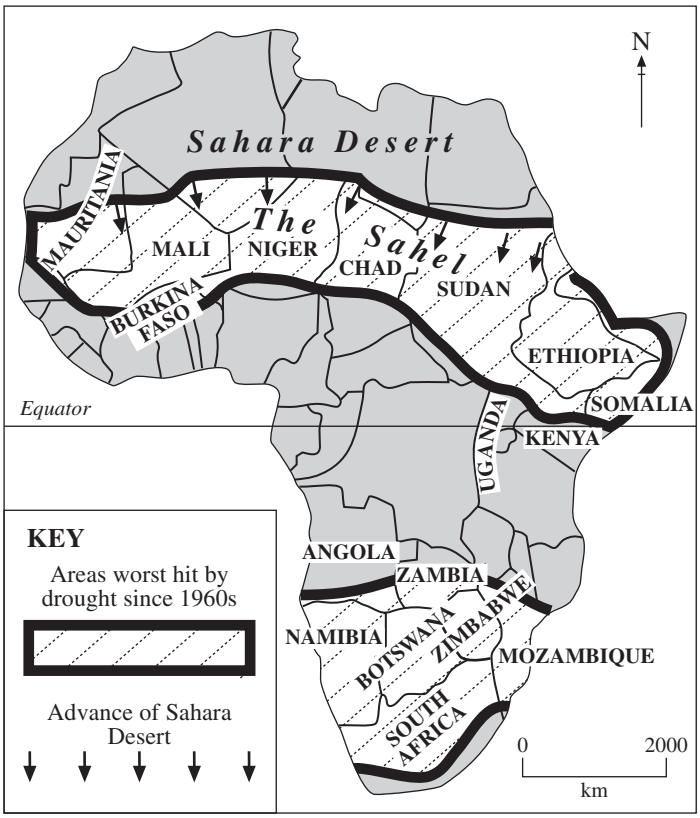
.....

(1)

(c) Study Figure 7c which shows those areas of Africa affected by drought over the last 40 years.

Leave blank

Figure 7c



(i) Name a country in the Sahel at risk of more desertification.

.....

(1)

(ii) What is drought?

.....

.....

(1)

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Issue 1, November 2003

(iii) Drought in the Sahel may be due to global warming, caused by a stronger greenhouse effect.

Leave blank

Explain the phrase, 'global warming caused by a stronger greenhouse effect.'

.....

.....

.....

.....

.....

.....

(4)

(d) Referring to examples you have studied, describe the measures taken by people to **either** slow desertification **or** control air pollution.

.....

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.....

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(5)

Q7

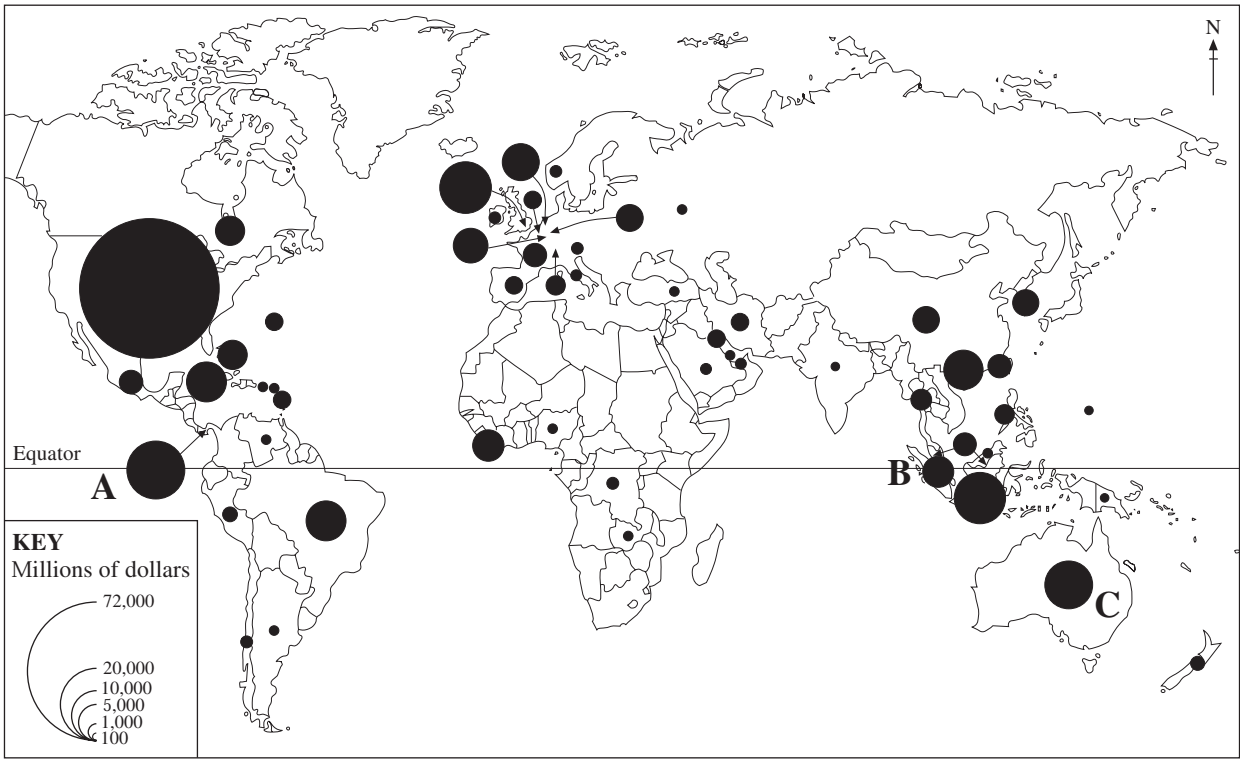
(Total 20 marks)

8. Globalisation

Leave blank

(a) Study Figure 8a, which shows the distribution of Japanese overseas investment between 1950 and 2000.

Figure 8a



(i) Which of the countries, A, B or C, received the **lowest** level of Japanese investment?

.....

(1)

(ii) How much Japanese investment was there in:

The UK? .....

The USA? .....

(2)

(iii) Suggest **three** reasons why there is more Japanese investment in the USA than in the whole of Africa.

Leave blank

1. .....

.....

2. .....

.....

3. .....

.....

(3)

(iv) Describe **two** possible advantages for Japan of investing in African countries.

1. .....

.....

2. .....

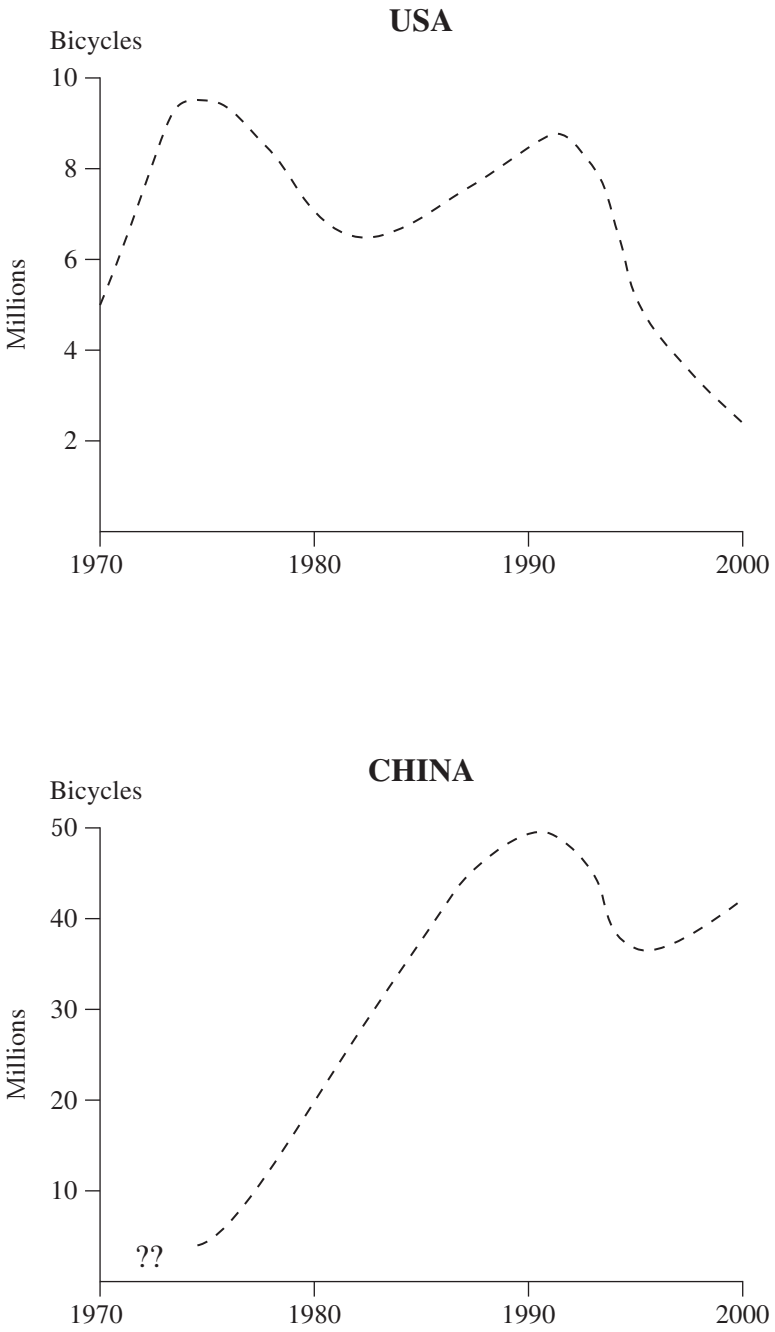
.....

(2)

(b) Study Figure 8b which shows bicycle production in the USA and China between 1970 and 2000.

Leave blank

Figure 8b



(i) State **two** differences in the production trends of the two countries.

1. .....

.....

2. .....

.....

.....

(2)

(ii) Suggest **one** reason for the sharp fall in production in both countries between 1990 and 1995.

Leave blank

.....

.....

(1)

(iii) Explain why it is important to take note of the scales of the graphs when comparing production in the two countries.

.....

.....

.....

(1)

(c) Ecotourism is becoming important in many parts of the world.

(i) Give **two** ways in which ecotourism is different from mass tourism.

1. .....

2. .....

(2)

(ii) Name **one** LEDC, which you have studied, where ecotourism has been successfully developed. Describe **three** features of the natural environment in this LEDC which attract tourists and need to be protected.

Leave blank

LEDC name .....

1. .....

.....

.....

.....

2. .....

.....

.....

.....

3. .....

.....

.....

.....

(6)

Q8

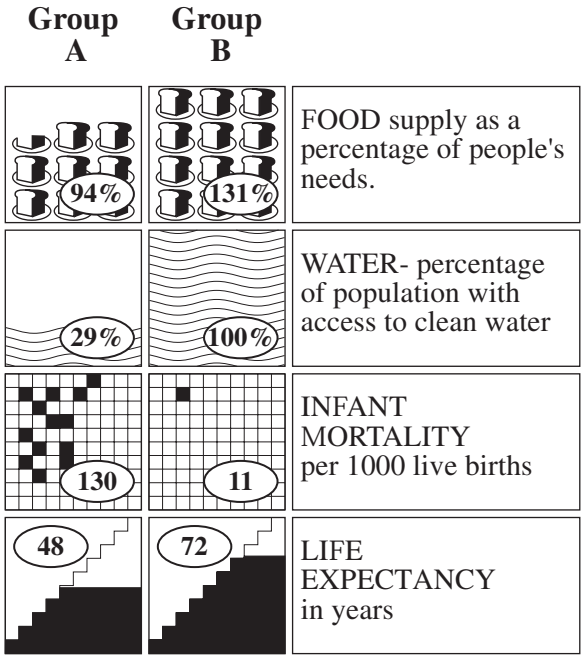
(Total 20 marks)

9. Human Welfare

Leave blank

Study Figure 9a which shows information about two groups of countries, A and B.

Figure 9a



(a) (i) In which group of countries is life expectancy lower?

.....

(1)

(ii) Using evidence from Figure 9a only, give **two** reasons for this.

1. .....

2. .....

(2)

(b) Complete the paragraph below.

In Group B countries, people can expect to live ..... years longer than in Group A countries, because poor sanitation can lead to diseases such as ..... A low calorie intake may lead to ....., which also increases death rates.

(3)

(c) (i) Which group of countries are the MEDCs (more economically developed countries), and which the LEDCs (less economically developed countries)?

Leave blank

Group A ..... Group B .....

(1)

(ii) Suggest two further indicators that could be used to measure differences in the levels of human welfare, between MEDCs and LEDCs.

1. .....

2. .....

(2)

(d) Study Figure 9b which shows how access to clean water and sanitation varies between rural and urban areas in LEDCs.

Figure 9b

	Year	
Rural areas	1980	2000
Percentage of rural population with **satisfactory water supply**	14%	30%
Percentage of rural population with **satisfactory sanitation provision**	11%	14%

	Year	
Urban areas	1980	2000
Percentage of urban population with **satisfactory water supply**	70%	67%
Percentage of urban population with **satisfactory sanitation provision**	71%	50%

(i) Describe the differences in water supply and sanitation provision between rural and urban areas in 1980.

.....

.....

.....

.....

(2)

(ii) Give **three** reasons for the differences you have described in (d)(i).

1. .....

.....

2. .....

.....

3. .....

.....

(3)

(e) Rapid population growth since 1980 in the urban areas of LEDCs has resulted in a fall in the percentage of urban residents having satisfactory water supply and sanitation (see Figure 9b).

Leave blank

For a named urban area in an LEDC, explain why this has happened and describe attempts to improve the situation.

Named LEDC: .....

.....

.....

.....

.....

.....

.....

.....

(6)

Q9

(Total 20 marks)

TOTAL FOR SECTION B: 20 MARKS

END

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Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						4	3	7	0	/	2	H	Signature	

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Team Leader's use only

Paper Reference(s)

4370/2H

London Examinations IGCSE

Geography

Specimen Paper 2H

Time: 2 hours 30 minutes

Materials required for examination
Nil

Items included with question papers
Nil

Question Number	Leave Blank
Section A	
1	
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Total	

Instructions to Candidates

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Advice to Candidates

Write your answers neatly and in good English.

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SECTION A

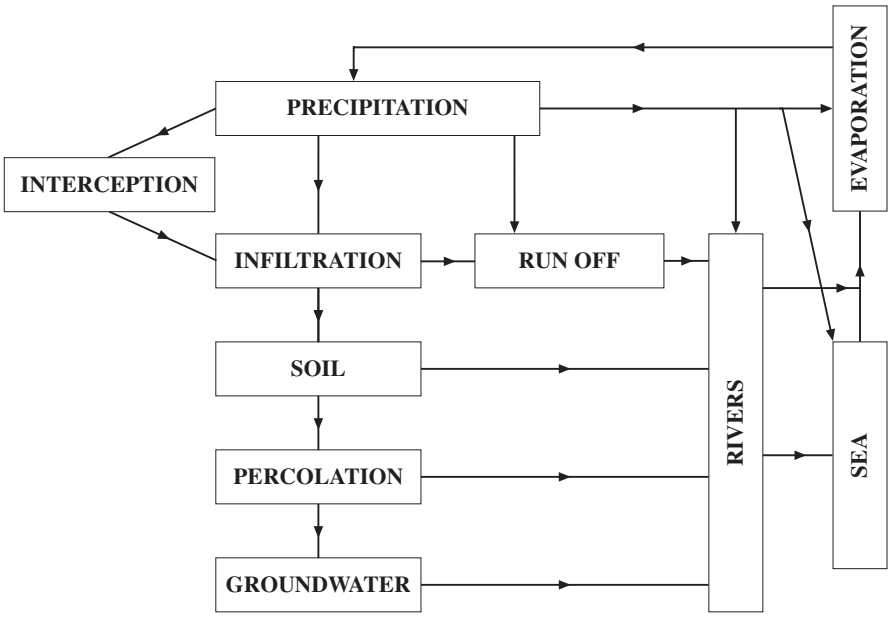
Leave blank

Answer ALL SIX questions.

1. Water

(a) Study Figure 1a which shows the hydrological cycle.

Figure 1a



(i) Read the statements below and in each case tick the correct box.

1. Some water goes directly to evaporation from precipitation ☐
   Some water goes directly to evaporation from percolation ☐

2. Some water reaches rivers directly from interception ☐
   Some water reaches rivers directly from evaporation ☐
   Some water reaches rivers directly from groundwater ☐

3. Infiltration means
   Any form of water falling from the atmosphere ☐
   The movement of water into the soil ☐
   Heat changing water into water vapour ☐

(3)

(ii) What name is given to the process which takes water from the soil to the river?

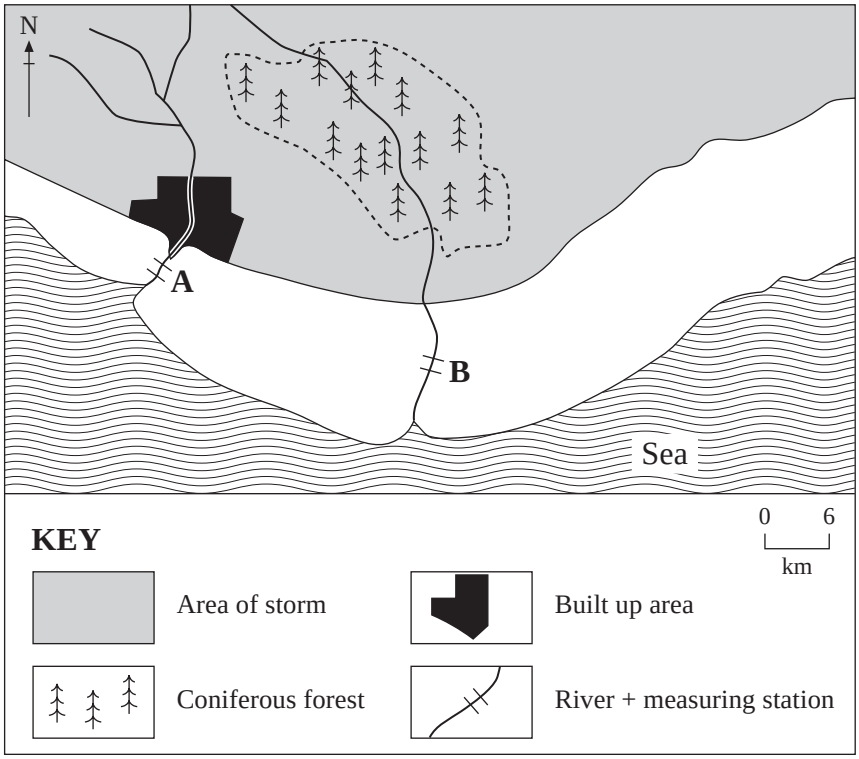
.....

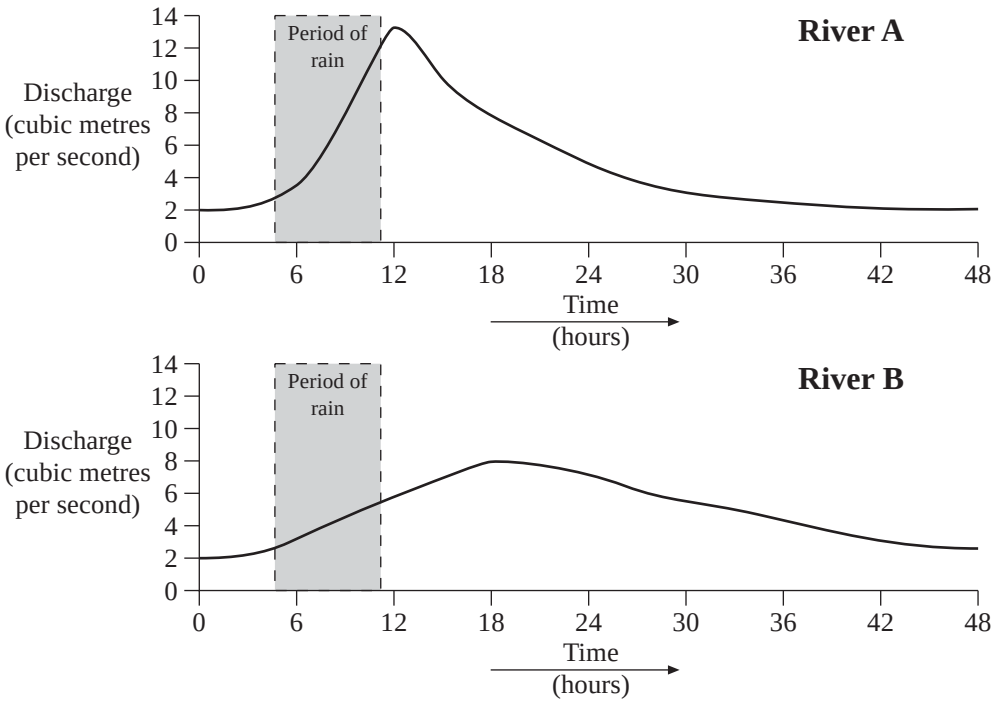
(1)

(b) Study Figure 1b which shows a map of two river valleys. Below the map is a hydrograph for each of the rivers.

Leave blank

Figure 1b





(i) How many hours later is the peak discharge of River B than that of River A?

.....

(1)

(ii) Explain why the peak discharge of River B is later than that of River A?

Leave blank

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(6)

(c) Rivers often flood. This is likely to be a problem for towns built on their flood plains.

Leave blank

For a town you have studied which has a flood protection scheme

(i) Name the town and the river.

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(1)

(ii) Explain why building has taken place on the flood plain.

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(4)

(iii) Explain how the town is protected against flooding.

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(4)

Q1

(Total 20 marks)

2. Hazards

Leave blank

Study Figure 2a and Figure 2b, which are maps showing how plate tectonics affect the world distribution of volcanoes and earthquakes.

Figure 2a

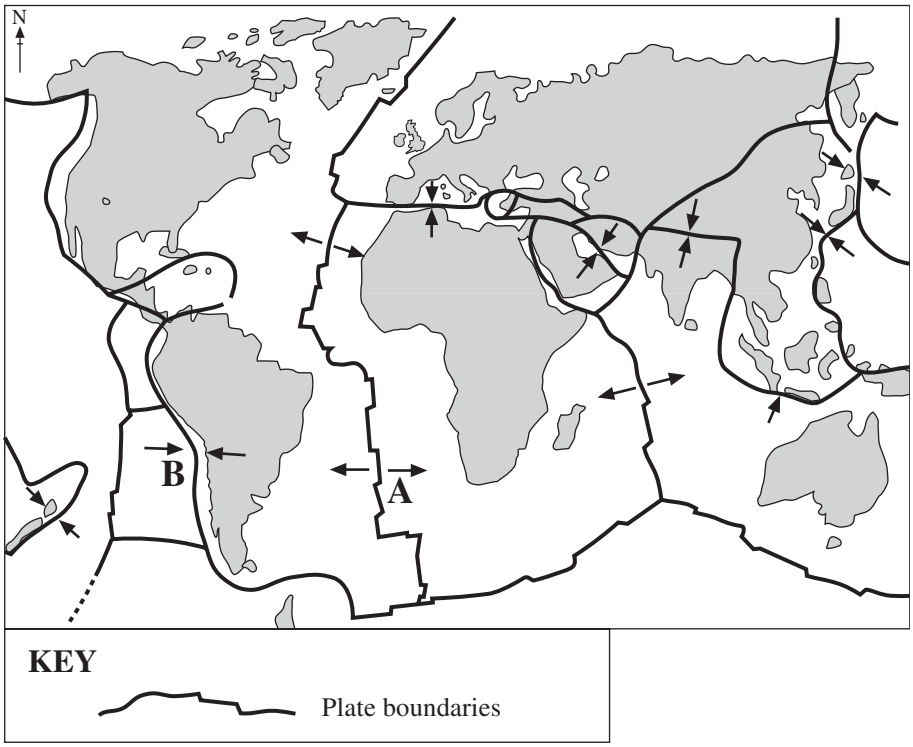
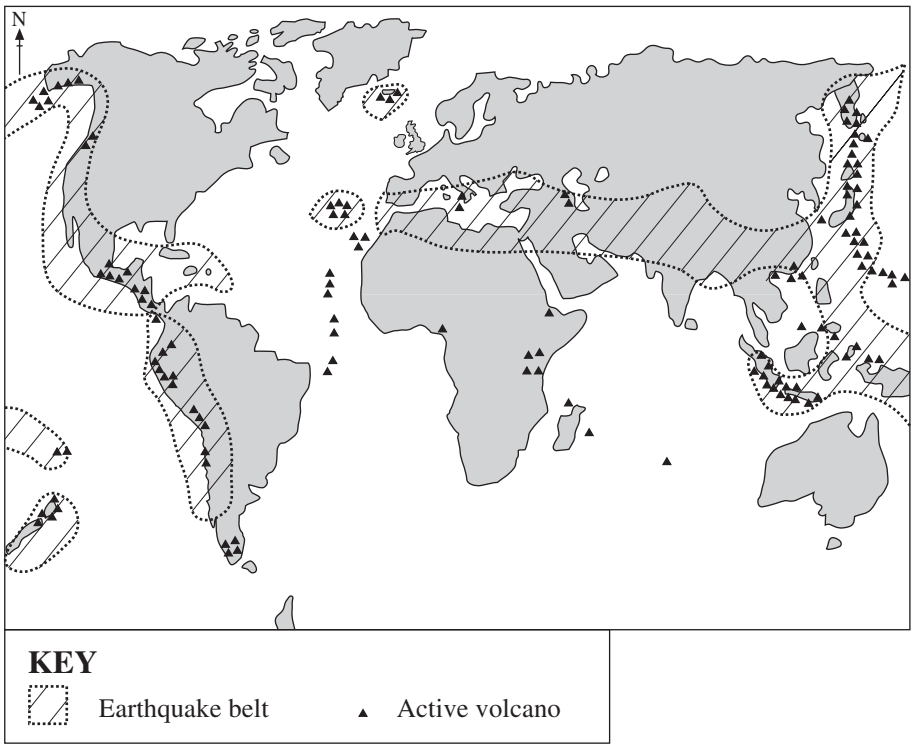


Figure 2b

Leave blank



(a) For the two plate boundaries A and B on Figure 2a

(i) Describe what is happening.

A. .....

B. .....

(2)

(ii) Name the type of plate boundary.

A. .....

B. .....

(2)

(b) (i) Describe the distribution of earthquake belts.

Leave blank

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(2)

(ii) Describe how the distribution of earthquakes can be related to plate movements, and give a reason for the relationship.

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(3)

(iii) Explain the distribution of volcanoes shown on Figure 2b.

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(3)

(c) Earthquakes affecting urban areas are usually more damaging than those affecting rural areas.

Leave blank

(i) Give **two** reasons for this.

1. .....

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2. .....

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(2)

(ii) Using examples you have studied, describe what has been done in some urban areas to limit earthquake damage.

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(6)

Q2

(Total 20 marks)

Leave blank

3. Production

(a) What is the main difference between primary and tertiary industries? Give **one** example of each.

Difference .....

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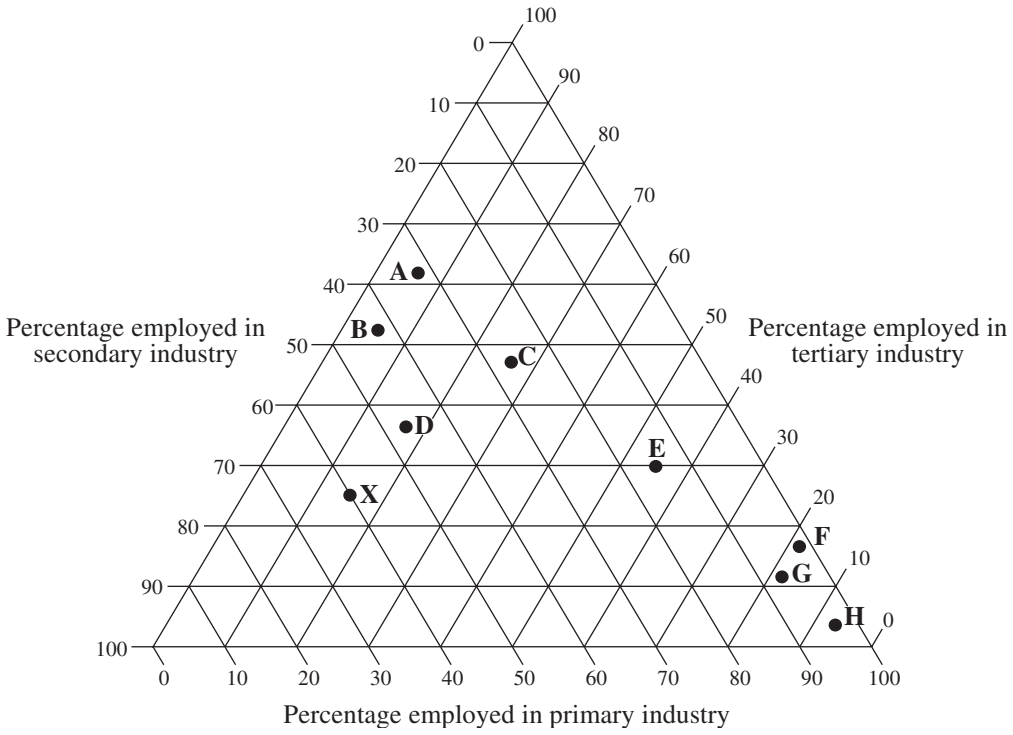
Primary .....

Tertiary .....

(3)

(b) Study Figure 3a which is a triangular graph showing the employment structures of various countries.

Figure 3a



Country **X** has 15% primary, 60% secondary and 25% tertiary.

(i) Which country has

Leave blank

The lowest percentage employed in tertiary industry?

.....

55% employed in primary industry and 30% in tertiary industry?

.....

(2)

(ii) Country **F** has 82% of its working population in primary industry. Give **two** problems which might result from this dependence on primary industry.

1 .....

2 .....

.....

(2)

(iii) Give **one** possible reason why Country **F** relies so much on primary industry.

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(2)

Leave blank

(c) Study Figure 3b which is an advertisement for the nuclear power industry.

Figure 3b

ARE OIL AND COAL TOO VALUABLE TO GO UP IN SMOKE?

• Oil plays a vital role in the production of fertilisers, medicines and plastics.
• And coal is capable of producing man-made fibres, natural gas, even aviation fuel.
• But oil and coal have a limited lifetime.
• The more we burn for electricity, the less we have for other vital uses.
• Nuclear power can ease the pressure on our limited resources.
• Unlike conventional fuels, uranium is only good for generating electricity.
• And it's only needed in tiny quantities. A uranium fuel pellet the size of a thimble provides about the same amount of electricity as 1¼ tonnes of coal.
• If you'd like to know more about nuclear energy, please send for our information pack.

(i) Which **two** advantages of nuclear power are mentioned?

Leave blank

1. .....

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2. .....

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(2)

(ii) To what extent do you think the advertisement is 'fair and balanced' in its views about nuclear power? Give reasons for your answer.

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(9)

Q3

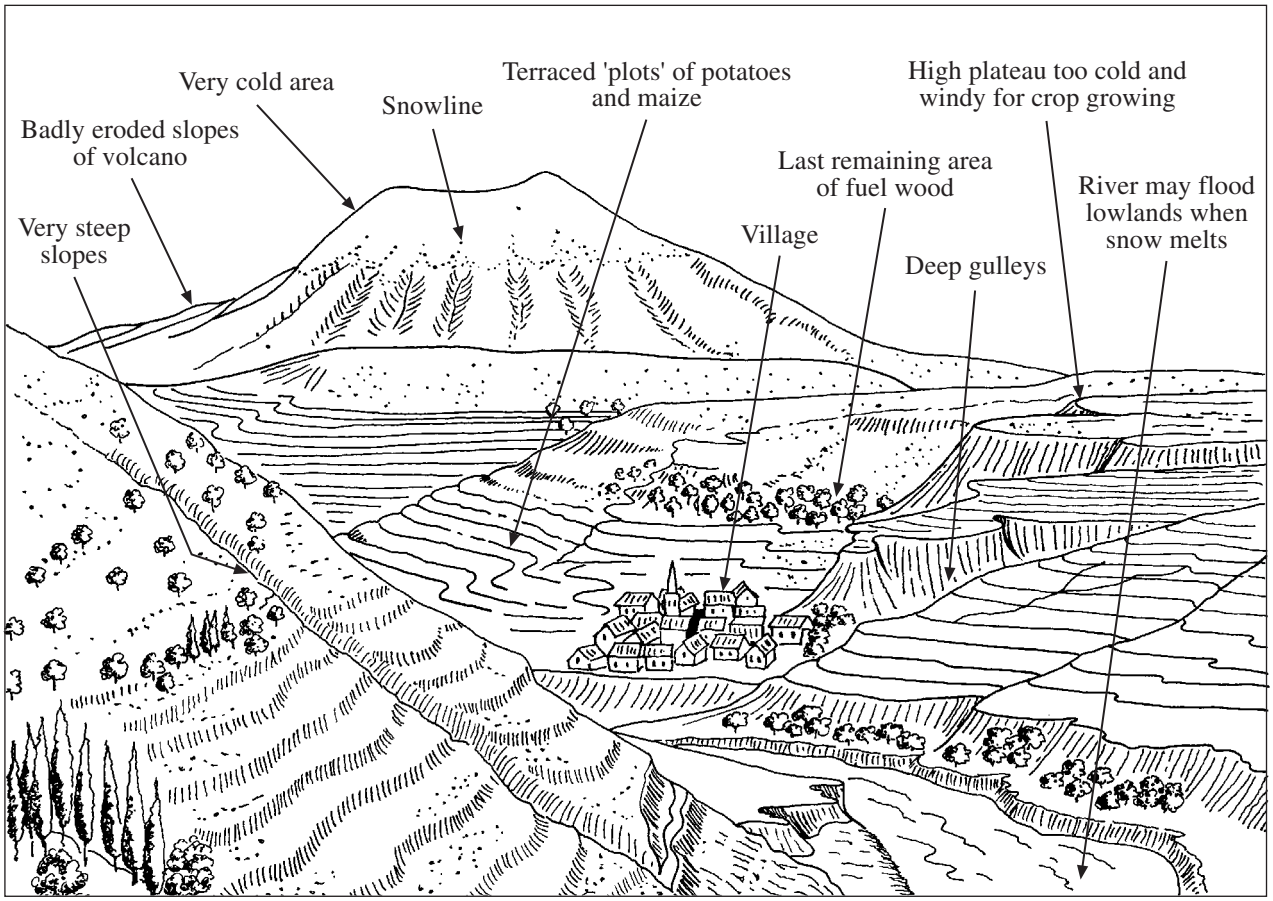
(Total 20 marks)

4. Development

Leave blank

Study Figure 4 which gives information about living conditions around a village in the Andes Mountains, in South America

Figure 4



The area varies in height from 800 metres above sea level to over 6,000 metres. The valley is very isolated as it can only be reached by a winding dirt road (a journey of 15 hours from the capital city).

Only about 10% of the people speak Spanish (the national language) and the literacy rate in the local language is 25%.

About 2,500 people live in the district (80% of them in the village itself). 65% of the people are aged under 20 and the population growth rate is 3% per annum. Health standards have improved since the arrival of a nurse, sponsored by a charity.

Agriculture, the main means of support, is largely subsistence. The main crops are wheat, maize and potatoes. Some goats, sheep and llamas are reared on the plateau.

At present, agriculture takes all the available labour, but there is great concern about unemployment in the future.

(a) (i) State **three** difficulties which the area faces in trying to develop its economy.

Leave blank

1. .....

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2. .....

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3. .....

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(3)

(ii) For **one** of these, explain why it makes development difficult.

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(2)

(b) An international development organisation has suggested seven possible projects for the development of the area:

Project 1: Create a tourist village with facilities for winter ski-ing and foreign visitors.

Project 2: Build a series of mini hydro-electric stations.

Project 3: Set up llama and cattle ranches on the high plains.

Project 4: Establish a village co-operative to sell pesticides and fertilisers and arrange organised marketing.

Project 5: Organise a women's knitting co-operative to weave and knit llama and alpaca jumpers.

Project 6: Build a sugar mill for processing local sugar cane, grown on newly-irrigated areas of the valley floor.

Project 7: Construct an 'all-weather' surfaced road out of the valley to link with the national road system.

Choose **three** of these projects which you think should be part of a development plan for the area. Use the information in Figure 4 to explain why you have chosen each one.

Leave blank

Chosen project 1.

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Chosen project 2.

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Chosen project 3.

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(9)

(c) Name a newly-industrialising country (NIC) that you have studied, and explain the factors that have led to its recent development.

Leave blank

NIC: .....

Development factors.....

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(6)

Q4

(Total 20 marks)

5. Migration

Leave blank

Study Figure 5, which shows the impact of internal migration on rural and urban populations in LEDCs (less economically developed countries) and MEDCs (more economically developed countries).

Figure 5

	1981–2001	
	Migration impact on rural population	Migration impact on urban population
LEDCs	decrease	increase
MEDCs	increase	decrease

(a) (i) What is meant by the term 'internal migration'.

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.....

(2)

(ii) Complete the passage below using the following terms
- counter-urbanisation
- rural-to-urban
- urban-to-rural.

In LEDCs, urbanisation has been helped by ..... migration. MEDCs have been experiencing ..... as a result of ..... migration.

(3)

(b) Explain the meaning of each of the following terms

Leave blank

Push factor .....

.....

Pull factor .....

.....

Forced migrant.....

.....

Voluntary migrant .....

.....

(4)

(c) For **one** of the migration types identified in your answer to (a)(ii)

Chosen type .....

(i) Suggest the main push and pull factors responsible for it.

Push factors .....

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Pull factors.....

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(4

(ii) Describe the advantages and disadvantages of the migration for

Leave blank

The host areas to which migrants move.

Advantages .....

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Disadvantages.....

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The source areas from which the migrants leave.

Advantages .....

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Disadvantages.....

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(7)

Q5

(Total 20 marks)

Leave blank

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TURN OVER FOR QUESTION 6

6. Urban environments

Leave blank

(a) Study Figure 6a which shows the world's largest cities in 1970 and 2000.

Figure 6a

Rank order	1970	
	City	Population (millions)
1	New York	16.5
2	Tokyo	13.4
3	London	10.5
4	Shanghai	10.0
5	Mexico City	8.6
6	Los Angeles	8.4
7	Buenos Aires	8.4
8	Paris	8.4
9	Sao Paulo	7.1
10	Calcutta	6.5

Rank order	2000	
	City	Population (millions)
1	Tokyo	26.7
2	Bombay	22.3
3	Shanghai	21.0
4	Lagos	19.8
5	Sao Paulo	19.1
6	Jakarta	18.2
7	Mexico City	17.2
8	Beijing	16.8
9	Karachi	16.6
10	New York	16.3

(i) Read the statements below and tick the correct box:

Three of the 1970 cities are found in Europe ☐

Three of the 1970 cities are found in Asia ☐

(1)

(ii) Which city's population doubled between 1970 and 2000?

.....

(1)

(iii) Name **two** cities which increased their rank order between 1970 and 2000.

1. .....

2. .....

(2)

(b) Name **one** city in a LEDC which you have studied, where there was rapid growth between 1970 and 2000.

Leave blank

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(1)

(i) State **two** problems caused by this rapid growth.

1 .....

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2 .....

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(2)

(ii) Explain how these problems are being tackled.

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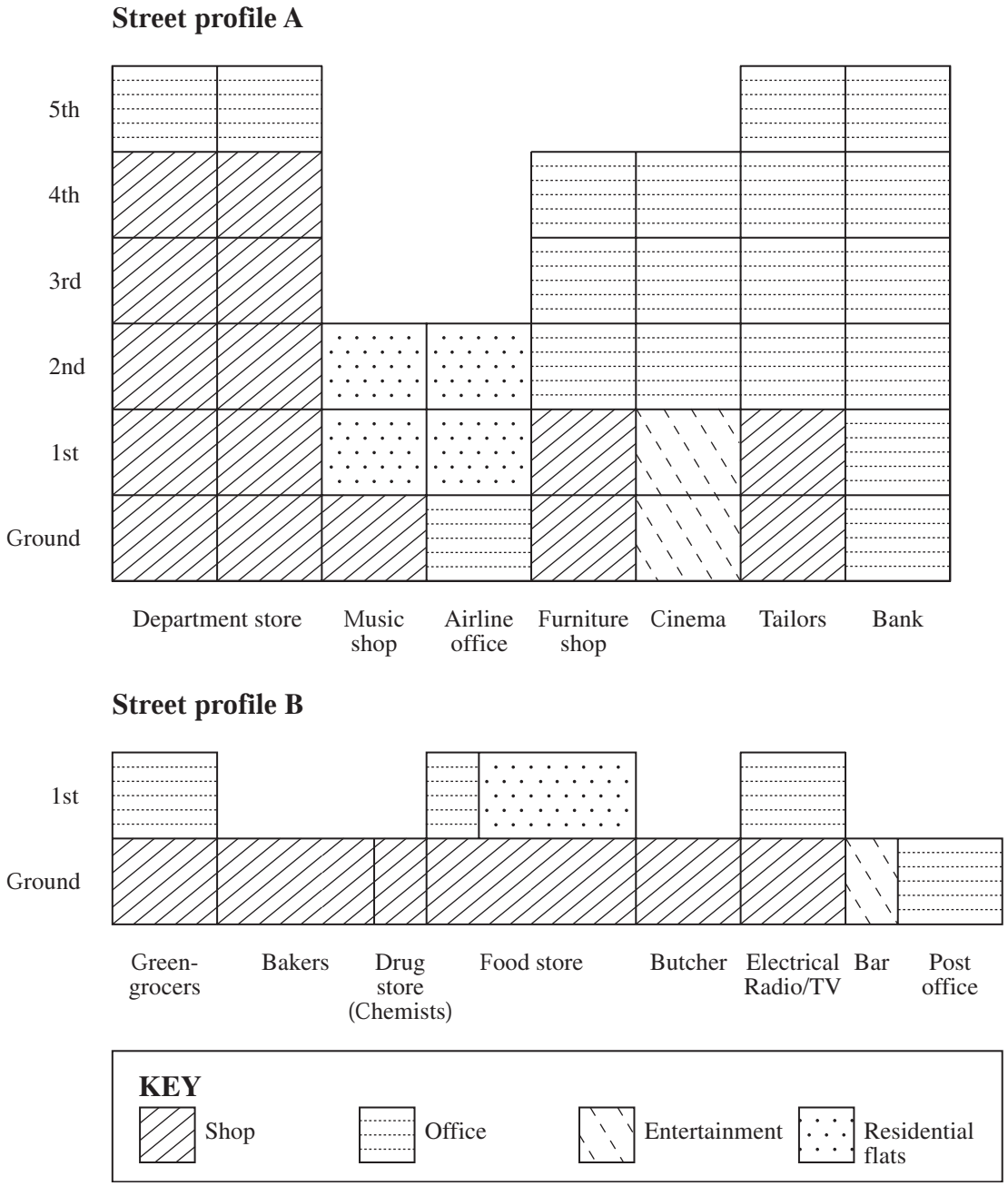
(4)

(c) Study Figure 6b which shows the profiles for two streets, A and B, in a Brazilian city.

Leave blank

Figure 6b



(i) Describe the differences between the two profiles.

Leave blank

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(3)

(ii) Give reasons for these differences.

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(6)

Q6

(Total 20 marks)

TOTAL FOR SECTION A: 120 MARKS

SECTION B

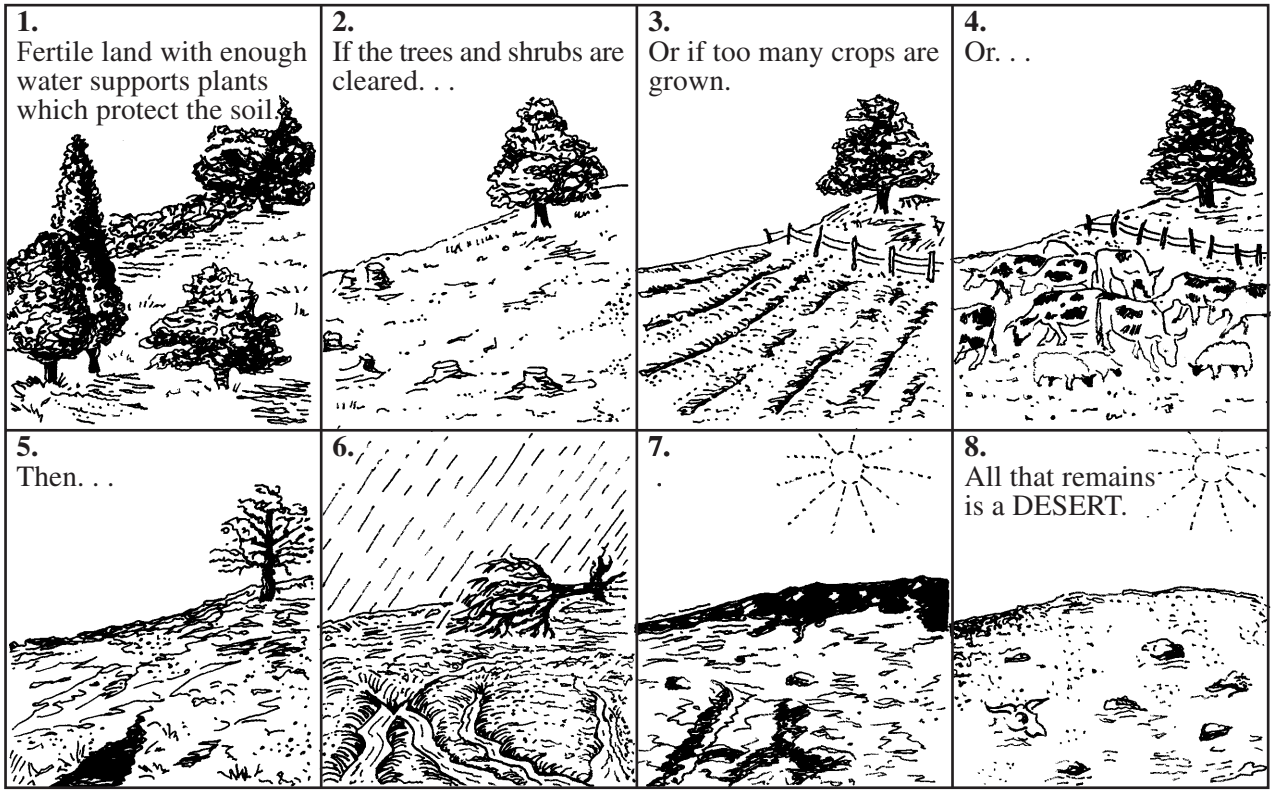
Leave blank

Answer ONE question only.

7. Fragile Environments

Study Figure 7a, which is a flow-diagram showing the processes leading to desertification.

Figure 7a



(a) Add **three** of the following labels to the empty boxes (labelled A, B and C) in Figure 7b.

Afforestation

Bare soil

Climate change

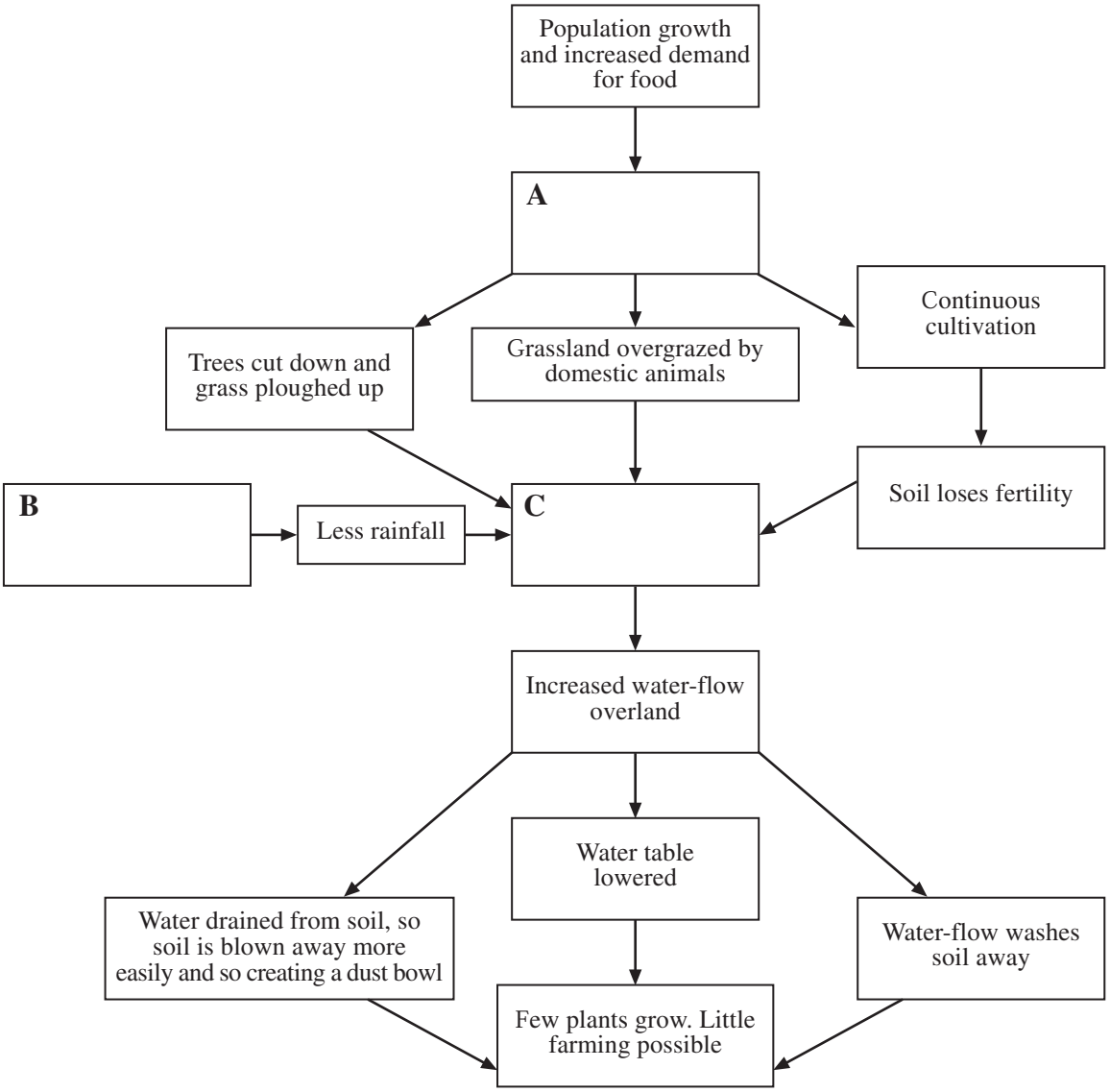
Farmers try to increase food supply

(3)

(b) Study Figure 7b which shows how the activities of people can help to create deserts.

Leave blank

Figure 7b



(i) Match up boxes 2, 3, 4, 5, 6 and 7 on Figure 7a with the appropriate boxes on Figure 7b. (Write the numbers 2 to 7 by the side of the appropriate boxes on Figure 7b).

(6)

(ii) Give **two** reasons why the removal of plants makes soil erosion more likely.

Leave blank

1 .....

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2 .....

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(2)

(iii) Human activities are not the only cause of deserts. Give the other cause of desertification shown in Figure 7c (opposite).

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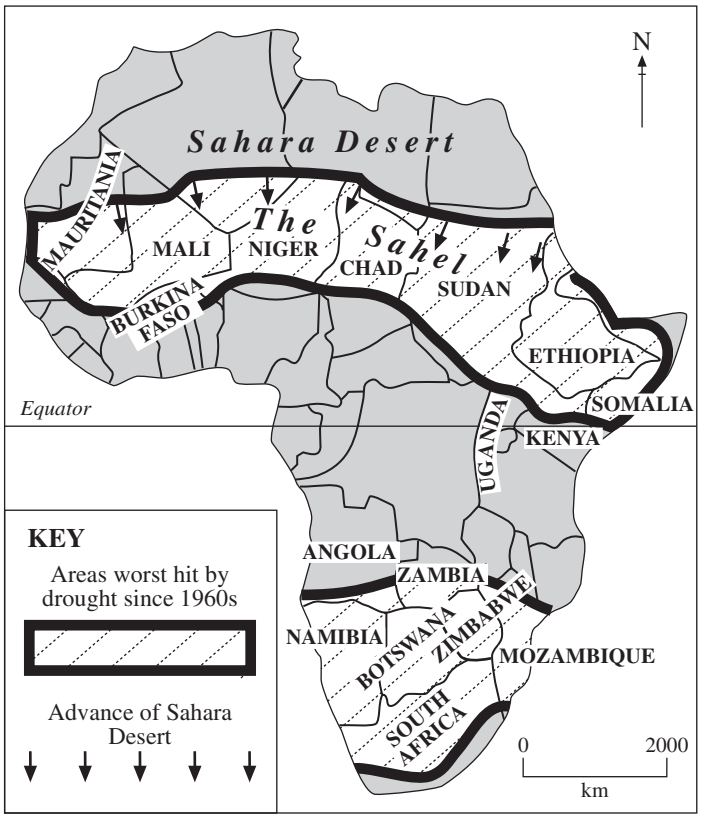
(2)

(c) Study Figure 7c which shows those areas of Africa affected by drought over the last 40 years.

Leave blank

Figure 7c



(i) Explain why drought puts the Sahel at risk of more desertification.

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(5)

(ii) Drought in the Sahel may be due to global warming, caused by a stronger greenhouse effect.

Leave blank

Explain the phrase 'global warming caused by a stronger greenhouse effect'.

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(6)

Leave blank

(d) Referring to examples you have studied, describe the measures to **either** slow desertification **or** control air pollution. Why do these measures often fail?

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(6)

Q7

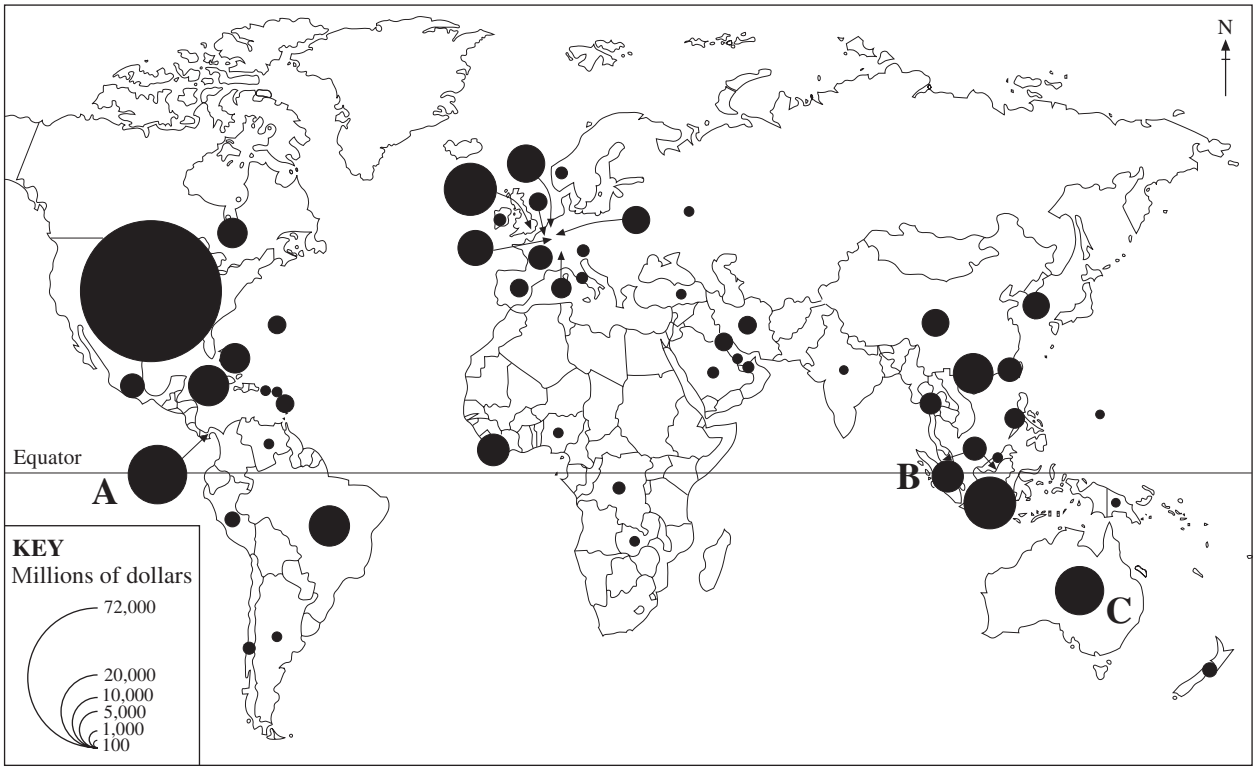
(Total 30 marks)

8. Globalisation

Leave blank

(a) Study Figure 8a which shows the distribution of Japanese overseas investment between 1950 and 2000.

Figure 8a



(i) Which of the countries, A, B or C, had the **lowest** level of Japanese investment?

.....

(1)

(ii) How much Japanese investment was there in

The UK .....

The USA .....

(2)

(iii) Suggest **three** reasons why there is more Japanese investment in the USA than in the whole of Africa.

Leave blank

1. .....

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2. .....

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3. .....

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(3)

(iv) Describe **two** possible advantages for Japan of investing in African countries.

1. .....

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2. .....

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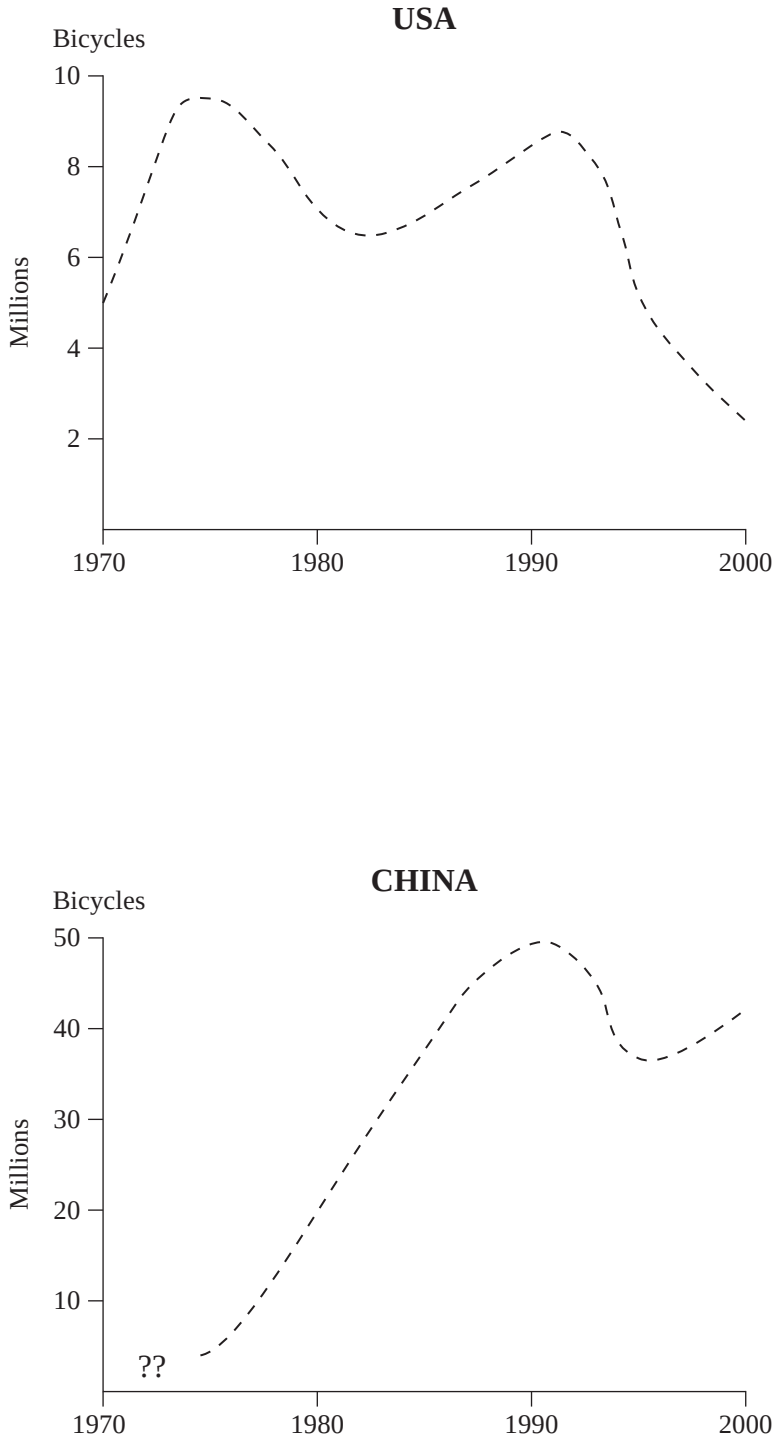
(2)

(b) Study Figure 8b which shows bicycle production in the USA and China between 1970 and 2000.

Leave blank

Figure 8b



(i) Compare the trends of bicycle production in the USA and China.

Leave blank

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(4)

(ii) Explain why particular care is needed when comparing production as shown by the two graphs.

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(2)

(c) Ecotourism is becoming important in many parts of the world.

Leave blank

(i) Name **one** LEDC you have studied where ecotourism has been successfully developed.

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(1)

(ii) Describe the features of the natural environment in your LEDC which attract tourists but which need to be protected.

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(5)

(iii) Explain how ecotourism has helped the local economy.

Leave blank

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(4)

(iv) Explain why conservationists encouraged the development of ecotourism in preference to mass tourism.

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(6)

Q8

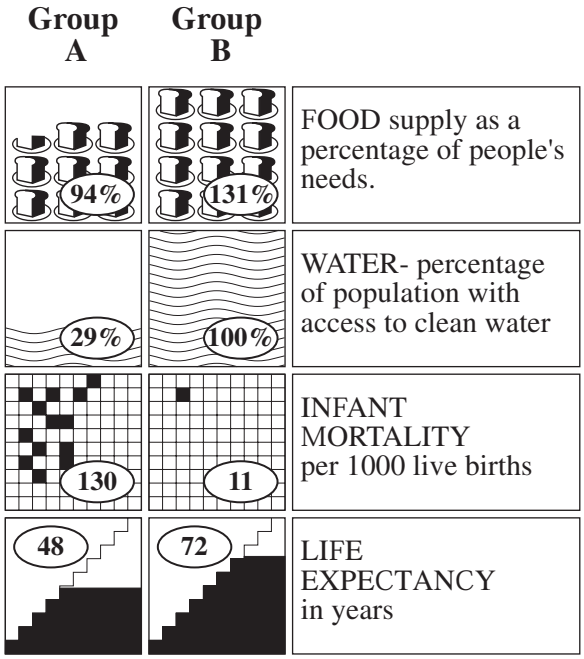
(Total 30 marks)

9. Human Welfare

Leave blank

Study Figure 9a below, which shows information about two groups of countries, A and B.

Figure 9a



(a) In which group of countries is there the greatest chance of babies dying before they are one year old?

.....

(1)

(b) Many factors cause life expectancy to vary.

Leave blank

(i) One factor is the quality of water supply. Explain how this factor causes life expectancy to vary.

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(2)

(ii) Using Figure 9a and your own knowledge, name **two** other factors and explain how each causes life expectancy to vary.

Factor 1 .....

Explanation .....

.....

.....

.....

Factor 2 .....

Explanation .....

.....

.....

.....

(6)

(c) (i) Which of the groups A and B shown on Figure 9a are the MEDCs (more economically developed countries), and which are the LEDCs (less economically developed countries)?

Leave blank

Group A ..... Group B .....

(1)

(ii) Give **two** further indicators that could be used to measure differences in the levels of human welfare between MEDCs and LEDCs. Suggest why each is a good indicator.

1. .....

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2. .....

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(4)

(d) Study Figure 9b which shows how access to clean water and sanitation varies between rural and urban areas in LEDCs.

Leave blank

Figure 9b

Rural areas	Year	
	1980	2000
Percentage of rural population with **satisfactory water supply**	14%	30%
Percentage of rural population with **satisfactory sanitation provision**	11%	14%

Urban areas	Year	
	1980	2000
Percentage of urban population with **satisfactory water supply**	70%	67%
Percentage of urban population with **satisfactory sanitation provision**	71%	50%

(i) Describe the differences in water supply and sanitation provision between rural and urban areas in 1980.

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(2)

(ii) Give **three** reasons for the differences described in (d)(i).

1. .....

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2. .....

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3. .....

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(3)

(iii) How does the information in Figure 9b support the idea that there is absolute poverty in rural areas of LEDCs?

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(2)

(e) Rapid population growth since 1980 in the urban areas of LEDCs, has resulted in a fall in the percentage of urban residents having satisfactory water supply and sanitation, shown by Figure 9b.

Leave blank

For a named urban area in an LEDC .....

Explain why this has happened

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Describe its effects on the level of human welfare

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Describe attempts to improve the situation.

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(9)

Q9

(Total 30 marks)

TOTAL FOR SECTION B: 30 MARKS

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Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						4	3	7	0	/	0	3	Signature	

Paper Reference(s)

4370/03

Examiner's use only

Team Leader's use only

London Examinations IGCSE

Geography

Specimen Paper 03

Time: 1 hour

Materials required for examination
Answer Book

Items included with question papers
Nil

Question Number	Leave Blank
1	
2	
3	
Total	

Instructions to Candidates

Answer all THREE questions.
In the boxes above, write the name of the examining body (London Examinations), your centre number, candidate number, the syllabus/module title (Geography), the paper reference (4370), your surname and initials, and signature.

Information for Candidates

Marks allocated to parts of questions are indicated in brackets.
The total for this paper is 60.
There are 10 pages in this question paper.
All blank pages are indicated.

Advice to Candidates

Write your answers neatly and in good English.

Printer's Log. No.
MP67893A

Turn over

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London Examinations
from Edexcel International

Answer all THREE questions

1. Some IGCSE students wanted to find out how the speed of a river's flow varied within its channel. They selected eight sites along the river. At each site, they measured from the left bank the depth of the channel every 0.5 metre across the channel.

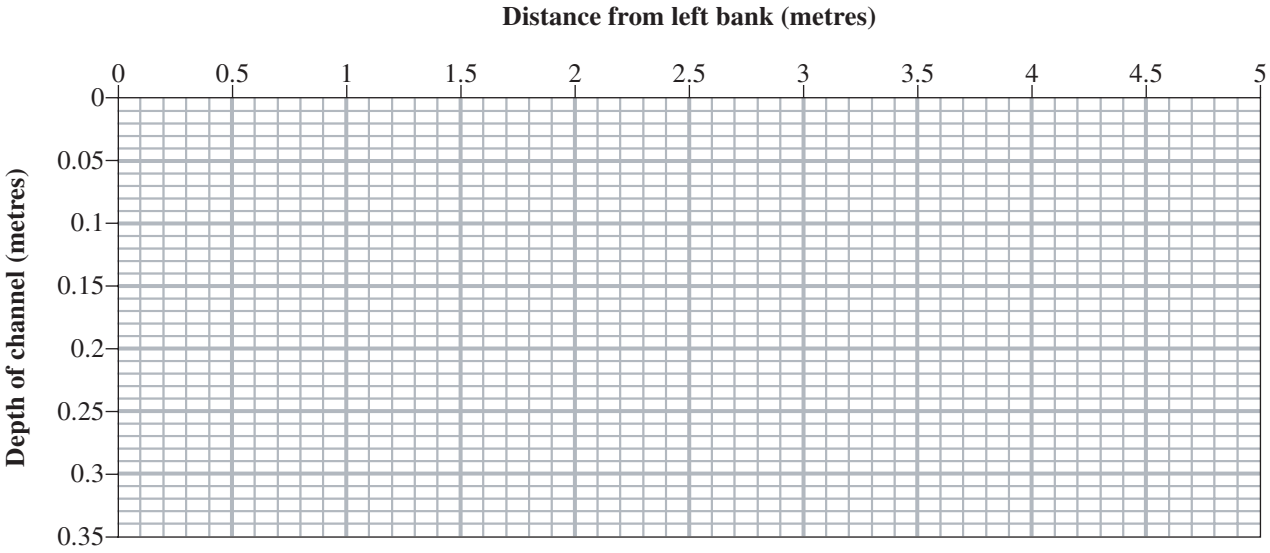
(a) Study Figure 1 which shows the channel depths every 0.5 metre across the 5-metre wide channel at Site 1.

Figure 1

Distance from left bank (metres)	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Depth of channel (metres)	0.04	0.1	0.17	0.21	0.26	0.3	0.33	0.3	0.24	0.1

(i) Use the data in Figure 1 to draw on Figure 2 the cross-section of the channel at Site 1.

Figure 2



(3)

(ii) Mark on your Figure 2 cross-section, the water speeds recorded at Site 1, as shown by Figure 3.

Figure 3

	1 metre from left bank	3 metres from left bank	4.5 metres from left bank
Surface water speed (metres per second)	0.2	0.4	0.3
Water speed along river bed (metres per second)	0.1	0.1	0.2
Maximum river speed	0.5 metres per second at 0.15m below surface at 3.5m from left bank		

(3)

(iii) State the relationship between water speed and channel depth, suggested by this data.

.....

.....

(2)

(iv) Explain this relationship.

.....

.....

(2)

(b) The students started to calculate the cross-sectional area of the channel at each of the eight sites. Complete Figure 4 by calculating the cross-sectional area at Sites 1 and 4.

Figure 4

Site	Channel width	Average channel depth	Cross-sectional area of channel (square metres)
1	5	0.2	
2	3	0.3	0.9
3	3	0.2	0.6
4	2	0.2	
5	4	0.2	0.8
6	3	0.2	0.6
7	3	0.2	0.6
8	3	0.2	0.6

(2)

(c) Study Figure 5, which shows the maximum surface water speeds, measured by the students at each of the eight sites.

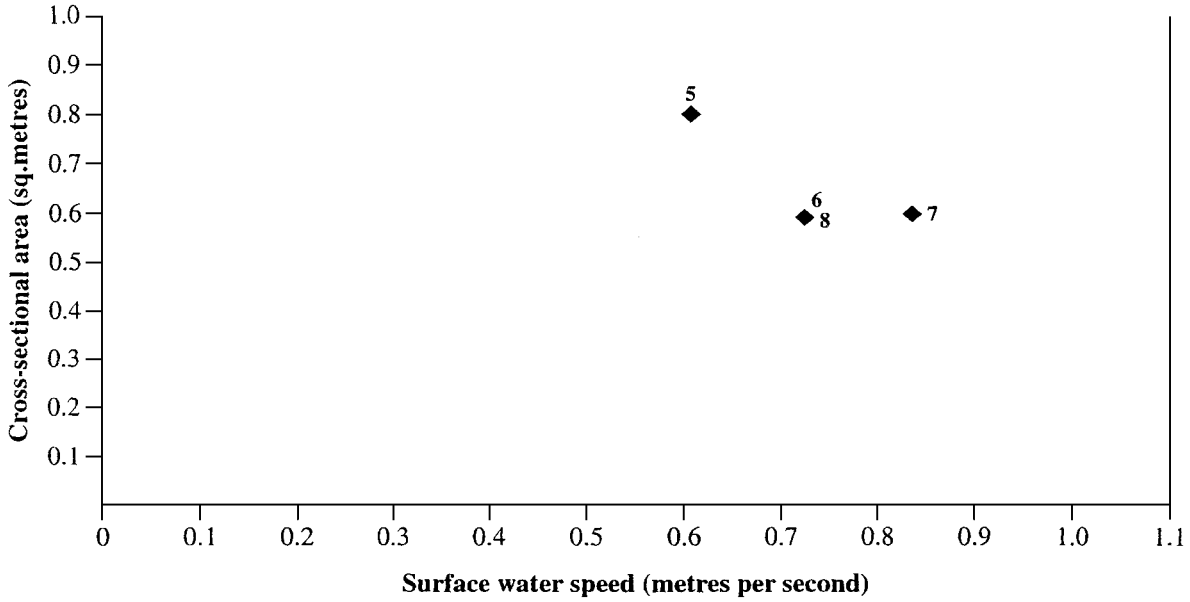
Figure 5

Site	Maximum surface speed (metres per second)
1	0.4
2	0.5
3	0.7
4	0.9
5	0.6
6	0.7
7	0.8
8	0.7

(i) Using data in Figures 4 and 5, complete the scattergraph (Figure 6) to show any correlation between cross-sectional area and water speed.

(2)

Figure 6



(ii) Explain what this shows about factors influencing a river's speed of flow.

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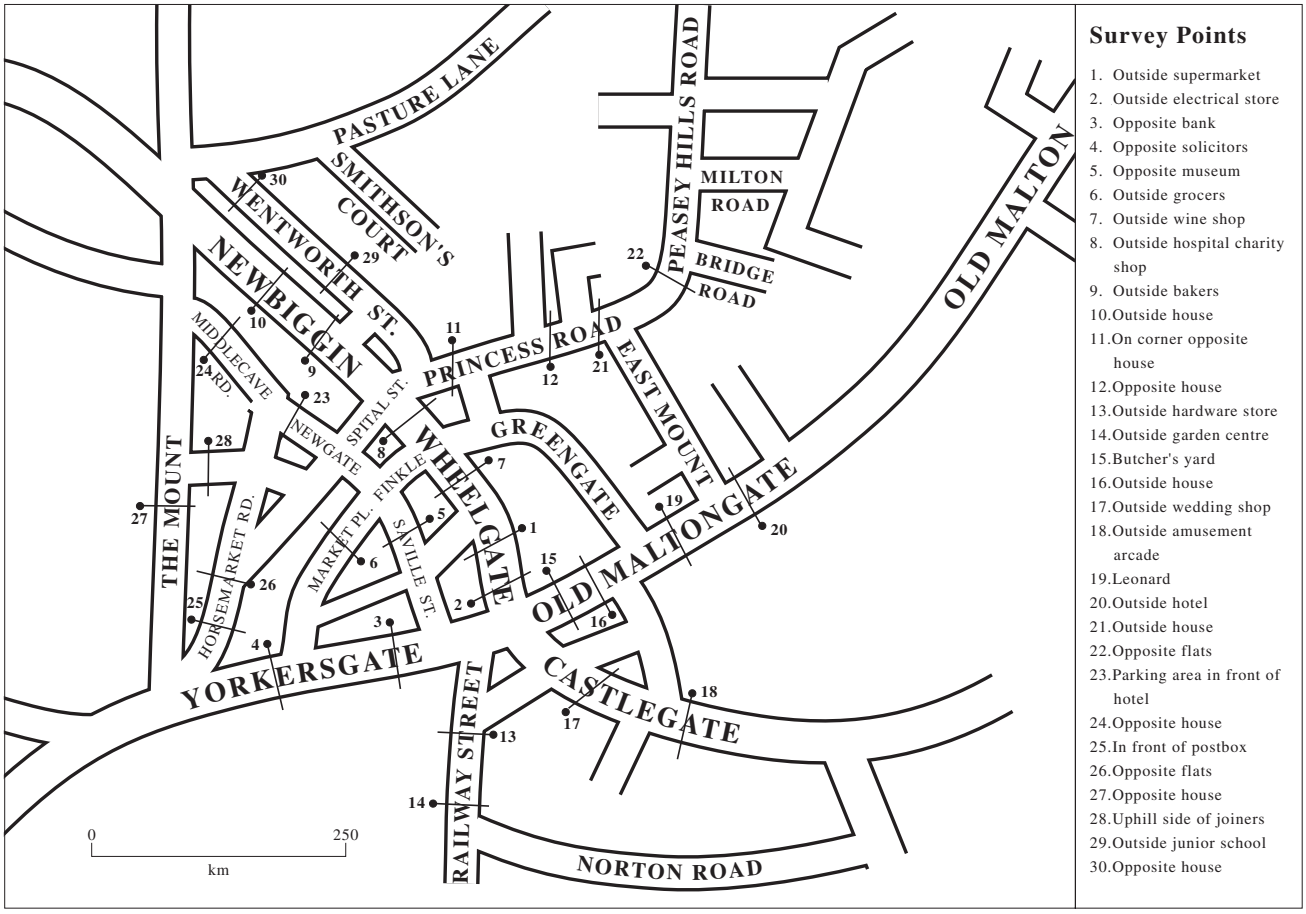
(6)

(Total 22 marks)

2. An IGCSE student is carrying out an investigation of land use differences, in a town. She starts by obtaining a street map of the town, and then enquires where land values are highest. This point, known as the PLVI (peak land value intersection) became her Site 1.

Study Figure 7 which shows this site and 29 others. These sites numbered 1–30 are survey points for a pedestrian count. Study Figure 8 which shows the results of these 30 pedestrian counts.

Figure 7



Survey Points

1. Outside supermarket
2. Outside electrical store
3. Opposite bank
4. Opposite solicitors
5. Opposite museum
6. Outside grocers
7. Outside wine shop
8. Outside hospital charity shop
9. Outside bakers
10. Outside house
11. On corner opposite house
12. Opposite house
13. Outside hardware store
14. Outside garden centre
15. Butcher's yard
16. Outside house
17. Outside wedding shop
18. Outside amusement arcade
19. Leonard
20. Outside hotel
21. Outside house
22. Opposite flats
23. Parking area in front of hotel
24. Opposite house
25. In front of postbox
26. Opposite flats
27. Opposite house
28. Uphill side of joiners
29. Outside junior school
30. Opposite house

Figure 8

Site	Distance from PLVI	No. of pedestrians
1	0	89
2	80	55
3	180	13
4	300	3
5	70	115
6	100	68
7	75	107
8	120	108
9	190	12
10	300	5
11	200	21
12	280	38
13	200	35
14	300	35
15	125	18
16	210	11
17	170	64
18	250	75
19	300	14
20	375	11
21	350	11
22	400	9
23	310	21
24	420	19
25	450	6
26	400	0
27	410	1
28	340	3
29	250	0
30	400	0

(a) (i) Describe briefly how a pedestrian count is carried out.

.....

.....

.....

(2)

(ii) Suggest **one** difficulty in collecting reliable pedestrian count data.

.....

.....

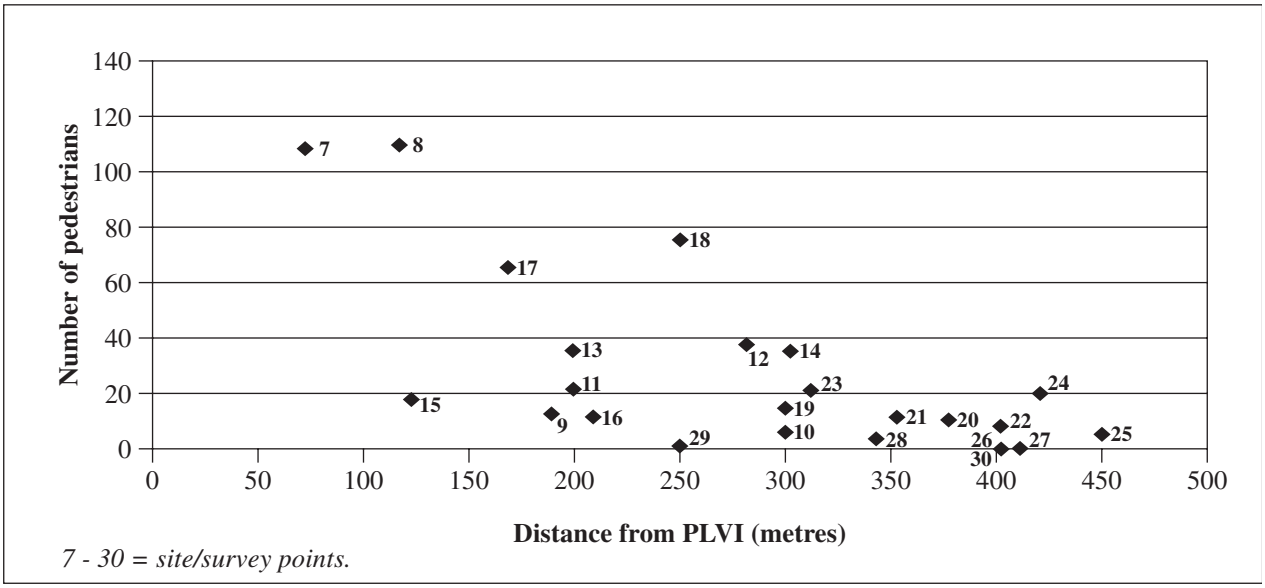
(1)

(iii) Mark the pedestrian counts for each site on Figure 7 and describe the location of the busiest sites.

(3)

(b) Study Figure 9 which is a scattergraph. On it, data from Figure 8 about distance from the PLVI and the number of pedestrians are plotted.

Figure 9



7 - 30 = site/survey points.

(i) Complete Figure 9 by plotting the data for Sites 1 to 6.

(3)

(ii) What is the relationship shown by Figure 9?

.....

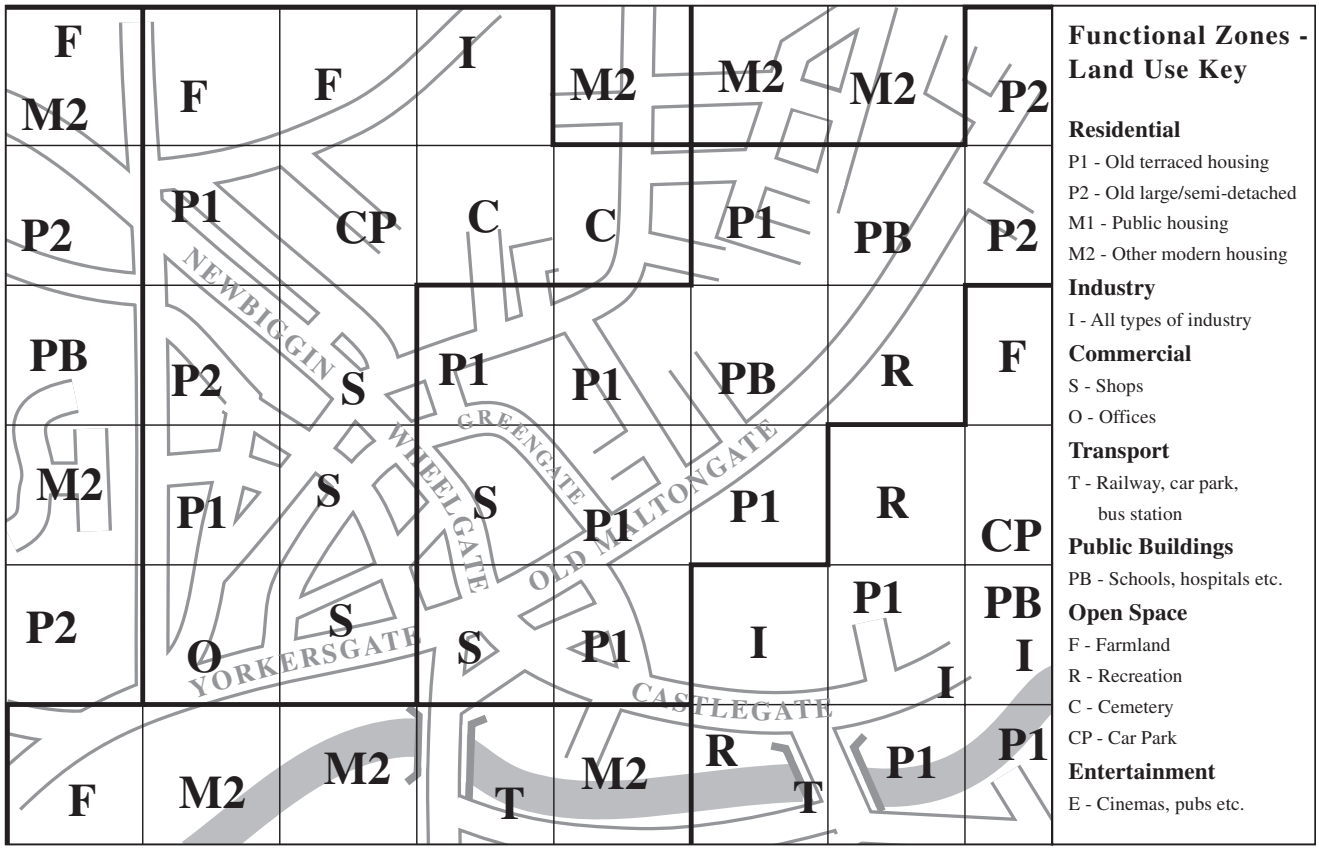
.....

(2)

(c) The student believes that the number of pedestrians should be related to the way in which land is used in various parts of the town. Study Figure 10, which shows the results of her ground floor land use survey, in the area of the town shown in Figure 7. That area was divided into 100 metre grid squares and the dominant ground floor land use in each square noted.

Use the land use key and a system of shading to show on Figure 10 the main functional zones of this area of the town.

Figure 10



(3)

(d) Explain how and why different functional zones show different pedestrian counts.

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(6)

(Total 20 marks)

3. The early stages of a geographical investigation involve planning and then undertaking the collection of data through fieldwork.

(a) Referring to your own personal experience of fieldwork

(i) State the location of the fieldwork

.....

(ii) State **two** practical preparations made before carrying out the fieldwork.

.....

.....

(2)

(iii) Describe briefly the purpose of the investigation.

.....

.....

.....

(2)

(iv) Draw a labelled sketch-map of the fieldwork location which shows where the data was collected and why the site(s) was chosen.

(4)

(v) Describe what data was collected and how it was collected. [You will need to refer to techniques, equipment, time taken and sampling procedures.]

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(6)

(b) Explain in what ways this data collecting stage of the investigation was

(i) successful

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.....

(ii) might have been improved

.....

.....

.....

.....

(6)

(Total 20 marks)

TOTAL FOR PAPER: 60 MARKS

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IGCSE Geography (4370)

Mark Schemes for Specimen Papers

Paper 1F (Foundation Tier)

Specimen Examination Paper – London Examinations IGCSE in Geography (4370) Publication code: UG013057
Issue 1, November2003

Specification Grid – Paper 1F (Foundation Tier)

Question No			Knowledge (Recall) A01	Understanding A02	Application A03	Skills A04
1	a	i	3			
		ii	1			
	b	i				1
		ii				1
		iii		3		
	c	i	1			
		ii	1			
		iii		2	2	
2	a					2
	b	i		2		
		ii		2		
		iii	1	2		
	c	i	2			
		ii	2		2	
3	a				2	
	b	i	1			1
		ii	1	2		
		iii		2		
	c	i		1		1
		ii	4			
4	a			4		2
	b		6		3	
5	a	i				2
		ii			2	
		iii	1			
	b			4		
	c		4	2		
6	a	i				1
		ii				1
		iii			1	1
	b	i	2			
		ii	2			
	c	i			1	
		ii	2	4		
Total marks in question paper			34	30	13	13
% marks acc. to syllabus (target)			35%	35%	15%	15%

Question No			Knowledge (Recall) A01	Understanding A02	Application A03	Skills A04
7	a			2		
	b	i		2		
		ii		2		1
		iii		2		1
	c	i				1
		ii	1			
		iii			3	
	d		5			
8	a	i				1
		ii				2
		iii			3	
		iv		2		
	b	i		2		
		ii	1			
		iii		1		
		i			2	
		ii	6			
9	a	i				1
		ii		1		1
	b		2			1
	c	i	1			
		ii	2			
	d	i			2	
		ii		3		
	e		2	2	2	
Total marks in question paper inc. carry forward			54	49	25	22
% marks acc. to specification (target) inc. carry forward			35%	35%	15%	15%

Mark Scheme – Paper 1F (Foundation Tier)

Question 1

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1 1 1	1. Precipitation 2. Groundwater 3. Movement of water into the soil	
	ii	1	Throughflow	
b	i	1	18 Hours	
	ii	1	Accept 13.5 – 13.9 cumecs	
	iii	3 × 1	1) Impact of forest e.g. interception and consequences for B; 2) presence of urban surfaces e.g. concrete, tarmac and consequences for A; 3) differences in stream networks and consequences (convergence of tributaries in A)	
c	i	1	Named town and named river	
	ii	1	Named defence e.g. construction of spillways, embankments, etc	
	iii	4 (15 marks total)	Level 1: outline of way in which protects flooding Level 2: detailed explanation of how it operates, possibly with diagram and related to named place	L1 = 1–2 L2 = 3–4

Question 2

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		1 + 1	A. Pulling apart B. Colliding or equivalent	
b	i	2	Expect 2 descriptive points for max. marks e.g. Pacific 'Ring'; Southern Eurasia; limited to narrow belts etc...	
	ii	2	Credit 1 mark for: earthquakes occur at plate boundaries earthquakes occur at colliding boundaries	
	iii	3	Suggest 1 mark for observing link between volcanoes and some boundaries. 1 mark for type of boundary 1 mark for explanation of boundary processes (e.g. subduction)	
c	i	1 + 1	Credit any 2 valid reasons e.g. more buildings; more infrastructure; greater population...	
	ii	2 + 2	Mark each way out of 2 with first mark for stating way (e.g. bendy building; safety codes; avoid building on nasty ground...) and second mark for elaborating / developing the point	
		(15 marks total)		

Question 3

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		2	Farmer P; Shopkeeper T	
b	i	2	Secondary, 18%	
	ii	1×2 1×2	Country A; Country D Reasons e.g. USA high incomes therefore demand for tertiary services; heavy reliance on subsistence farming in LEDCs	
	iii	1 + 1	Problems such as changing demand for primary products; price fluctuations; substitute products; possible unemployment; threat of droughts, soil erosion, etc	
c	i	1 + 1	Two advantages (ease pressure on other resources / small quantities of uranium required) no disadvantages	
	ii	3×1 (15 marks total)	Potential health risks, cost of decommissioning, waste disposal	

Question 4

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		6 × 1	Credit any valid and distinctive difficulty e.g. isolation; steep slopes; very cold; illiteracy	
b		3 × 3	For each chosen scheme, adopt levels of response approach i.e.	
			Level 1: an outline reason e.g. bring jobs Level 2: some development of a reason e.g. jobs and money into the area Level 3: a fuller justification of your choice e.g. how more jobs and spending will help whole community. An example would also be Level 3 evidence	L1 = 1 L2 = 2 L3 = 3
		(15 marks total)		

Question 5

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1 + 1	Missing blanks are: • LEDCs: rural-urban migration • MEDCs: urban-rural migration	
	ii	2 × 1	• LEDCs have been experiencing urbanisation • MEDCs have been experiencing counterurbanisation	
	iii	1	The movement of people within a country	
b		2 + 2	In each case, 1 mark for basic idea (e.g. push = life not going well here...) and 2nd mark for example (e.g. poor harvest cuts income)	
c		3 + 3	Adopt levels of response approach in both parts	
			Level 1: a single, stated effect (e.g. shanty town) Level 2: either two stated effects or elaboration of single (e.g. few young workers in village leaves it short of labour) Level 3: expect fuller description	L1 = 1 L2 = 2 L3 = 3
		(15 marks total)		

Question 6

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1	Asia	
	ii	1	Mexico City	
	iii	2 × 1	Tokyo, Shanghai, Sao Paulo	
b	i	1	Appropriate example	
	ii	2 × 1	Reason for rapid growth including push and pull e.g. natural disaster in rural area / bright lights of city	
	iii	2	Description of problem e.g. housing shortage / additional demands on water supply + 1 mark for link to rapid growth	
c	i	1	Profile A	
	ii	5	Possible: high rise / high order services / tertiary activities	
			Level 1: one or two reasons outlined Level 2: some explanation of one or more reasons Level 3: a fuller explanation of at least two reasons	L1 = 1–2 L2 = 3–4 L3 = 5
		(15 marks total)		

Question 7

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		2×1	Any 2 of forest clearance; overcropping; overgrazing...	
b	i	3×1	A. Farmers increase food supply B. Climate change C. Bare soil	
	ii	3×1	Box 2. – 'Trees cut down...' Box 6. – either 'Increased overload flow' or 'water flow washes soil away' Box 7. – 'Water drained from soil, so soil blown away...'	
	iii	1	climate change / less rainfall	
c	i	1	Any one of the 8 named on map e.g. 'Mali'	
	ii	1	Any valid definition. A long dry spell will suffice	
	iii	4	Adopt levels of response working strategy:	
			Level 1: expect answer to focus on global warming and offer simple statements about what it is Level 2: responses likely to introduce some notion of how greenhouse effects work Level 3: response needs to deal with global warming, greenhouse effect, strengthening by pollution	L1 = 1 L2 = 2 L3 = 3–4
d		5	Levels of response working:	
			Level 1: stated measures only e.g. unleaded petrol... Level 2: description of measures evident Level 3: examples offered e.g. Kyoto Treaty	L1 = 1 L2 = 2–3 L3 = 4–5
		(20 marks total)		

Question 8

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1	Country B	
	ii	1 1	1. $5,000 m 2. $72,000 m	
	iii	3×1	Possible reference to higher incomes / nature of products / infrastructure / quality of workforce / political stability	
	iv	2×1	Possible reference access to raw materials / low rates of labour / limited environmental concerns	
b	i	2×1	One rises / one falls; one more variable	
	ii	1	Accept economic dip / fall off in demand / production difficulties / competition elsewhere or other valid responses	
	iii	1	Different scales; tend to assume they will be the same	
c	i	2×1	Concerned about protecting the natural environment / local people	
	ii	3×2 (20 marks total)	Expect good beaches / warm climate / wildlife, etc (1 mark bold statement + 1 mark in embellishment)	

Question 9

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1	A	
	ii	1 + 1	Any two of: • not everyone's food needs met • low % of population access to clean water • high infant mortality rate or equivalent	
b		3 × 1	1½; any valid water borne disease (e.g. cholera); malnutrition or equivalent; malnutrition / starvation	
c	i	1	A = LEDCs; B = MEDCs	
	ii	1 + 1	Accept any two valid indicators e.g. GDP / GNP p.p.; literacy rate	
d	i	1 + 1	Allocate 1 mark for water supply difference (i.e. much higher in urban areas...) and 1 mark for sanitation differences (i.e. ditto). Expect some reference to size of difference	
	ii	3 × 1	Credit any three valid reasons e.g. urban investment greater; rural populations more scattered, urban need more critical	
e		6	Adopt levels of response marking approach: Level 1: expect comments about how more people pressurised facilities / supplies Level 2: expect either reference to measures to improve sanitation / water supply OR to causes of shanty towns Level 3: expect both causes of shanty towns and measures of improvement in a named urban area (e.g. rural-urban migration and drain laying in Rio).	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		

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IGCSE

IGCSE Geography (4370)

Mark Schemes for Specimen Papers

Paper 2H (Higher Tier)

Specimen Examination Paper – London Examinations IGCSE in Geography (4370) Publication code: UG013057
November 2003

Specification Grid – Paper 2H (Higher Tier)

Question No			Knowledge (Recall) A01	Understanding A02	Application A03	Skills A04
1	a	i	3			
		ii	1			
	b	i				1
		ii		4		2
	c	i	1			
		ii		1	3	
		iii		1	3	
2	a	i	1	1		
		ii	2			
	b	i		1		1
		ii		2	1	
		iii		2		1
	c	i	2			
		ii	1		5	
3	a		2	1		
	b	i				2
		ii		2		
		iii			2	
	c	i		1		1
		ii	4	2	3	
4	a	i		1		2
		ii		2		
	b		4	3	2	
	c		2	2	2	
5	a	i	2			
		ii	1			2
	b		2	2		
	c	i			4	
		ii	2	3	2	
6	a	i				1
		ii				1
		iii			1	1
	b	i	3			
		ii	2	2		
	c	i			3	
		ii	2	4		
Total marks in question paper			37	37	31	15
% marks acc. to specification (target)			28–29%	28–29%	28–29%	14–15%

Question No			Knowledge (Recall) A01	Understanding A02	Application A03	Skills A04
7	a			2	1	
	b	i			3	3
		ii	1	1		
		iii	1	1		
	c	i	2	3		
		ii	3	3		
	d		2	1	3	
8	a	i				1
		ii				2
		iii			3	
		iv	1	1		
	b	i				4
		ii		2		
	c	i–ii	6			
		iii			4	
		iv	3	3		
9	a					1
	b	i	1	1		
		ii	1		3	2
	c	i	1			
		ii	2		2	
	d	i			2	
		ii		3		
		iii		1		1
	e		3	3	3	
Total marks in question paper inc. carry forward			64	62	55	29
% marks acc. to specification (target) inc. carry forward			28–29%	28–29%	28–29%	14–15%

Mark Scheme – Paper 2H (Higher Tier)

Question 1

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1 1 1	1. Precipitation 2. Groundwater 3. Movement of water into the soil	
	ii	1	Throughflow	
b	i	1	6 hours	
	ii	6	Expect explanation to take in findings such as: impact of forest e.g. interception and consequences for B; presence of urban surfaces e.g. concrete, tarmac and consequences for A; differences in stream networks and consequences (convergence of tributaries in A)	
c	i	1	Town and river	
	ii	4	Need for level ground; pressure on land; use of river for transport	
	iii	4 (20 marks total)	Level 1. Brief description of protection measures; Level 2. Detail plus explanation	L1 = 1–2 L2 = 3–4

Question 2

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1 + 1	A. Pulling apart B. Colliding or equivalent	
	ii	1 + 1	A. Constructive or divergent B. Destructive or convergent	
b	i	2	Expect two descriptive points for maximum marks e.g. Pacific 'Ring'; southern Eurasia; limited to narrow belts	
	ii	3(2 + 1)	Award up to 2 marks for description (e.g. earthquakes at plate boundaries; earthquakes at colliding boundaries...) 1 mark reserved for valid reason (e.g. friction; collision –> vibration...); outline reason will suffice	
	iii	3	Suggest: • 1–2 marks for observing link between volcanoes and type of boundary. 1 mark per type • 1–2 marks for explanation of boundary processes (e.g. subduction)	
c	i	1 + 1	Credit any two valid reasons e.g. more buildings; more infrastructure; greater population	
	ii	6	Adopt levels of response working approach: Level 1: expect listing of actions (e.g. bendy buildings; evacuations etc.) Level 2: expect description of actions Level 3: expect place-specific detail (e.g. building codes in California; safety policy in Japan...)	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		

Question 3

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		3	Raw materials / services notion Examples: fishing and farming; retailing and education	
b	i	2	1. Country H 2. Country E	
	ii	2	Problems such as changing demand for primary products; price fluctuations; substitute products; possible unemployment; onset of drought, soil erosion, etc	
	iii	2	Presence of accessible primary resource; lack of manufacturing or services	
c	i	2	Two advantages given	
	ii	9 (20 marks total)	Level 1: general view on advertisement Level 2: supported view on merits or otherwise Level 3: informed judgement on whether 'fair and balanced'	L1 = 1–3 L2 = 4–6 L3 = 7–9

Question 4

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	3 × 1	Credit any valid and distinctive difficulty e.g. isolation; steep slopes; very cold; illiteracy	
	ii	2	Must explain the particular difficulty	
b		3 × 3	For each chosen scheme, adopt levels of response marking approach:	
			Level 1: an outline reason e.g. more jobs Level 2: some development of a reason e.g. jobs and money into area Level 3: a fuller justification of your choice e.g. how more jobs and spending will help whole community. An example would also be level 3 evidence	L1 = 1 L2 = 2 L3 = 3
c		6	Adopt levels of response marking approach:	
			Level 1: expect the stating of only a few development factors Level 2: expect an accurately named NIC (e.g. Taiwan) with either a list of factors or at least one development factor sufficiently explained Level 3: expect a case study approach with at least 2 well-explained development factors	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		

Question 5

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	2	Allocate 1 mark to definition of migration (i.e. have relocation or equivalent wording) and 1 mark to clarifying internal (i.e. from one part of country to another)	
	ii	3 × 1	In order: rural-to-urban; counter-urbanisation: urban-to-rural	
b		4 × 1	In each case, expect basic idea present for 1 mark e.g. voluntary migrants move from choice for better life (pull factor); a push factor makes life difficult and helps to drive you out (forced migrant)	
c	i	2 + 2	In each case, award 1 mark for valid factor (e.g. poor harvest is a push factor in rural-to-urban migration). 2nd mark either for stating a 2nd factor or for developing the first	
	ii	3 + 4 (20 marks total)	3 marks for 1, and 4 marks for 2 fixed but within these marks look to mark advantages out of 2 (2 stated advantages or 1 stated advantage well-described) and disadvantages out of 2 though can go 2 and 1 or 1 and 2 for unbalanced answers strong on one aspect	

Question 6

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1	Asia	
	ii	1	Mexico City	
	iii	2	Tokyo/Shanghai / Sao Paulo	
b		1	Appropriate example	
	i	2 × 1	Description of problems e.g. housing shortage / additional demands on water supply	
	ii	2 × 2	Problem being tackled e.g. Self help scheme to address housing problems	
c	i	3	Differences e.g. high/low rise; high/low order services	
	ii	6	Level 1: bald statement of one or two reasons Level 2: some attempt to explain Level 3: full explanation Reasons: location within city; land prices; access	L1 = 1–2 L2 = 3–4 L3 = 4–6
		(20 marks total)		

Question 7

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		3 × 1	A. Farmers try to increase food supply B. Climate change C. Bare soil	
b	i	6 × 1	Box 2 – Trees cut down and grass ploughed up Box 3 – Continuous cultivation Box 4 – Grassland overgrazed by domestic animals Box 5 – Bare soil Box 6 – Increased water flow overland or water flow washed soil away Box 7 – Water drained from soil so soil is blown away more easily creating a dust bowl	
	ii	1 + 1	Accept any two valid reasons e.g. loss of root binding; greater exposure	
	iii	2	Climate change/less rain	
c	i	5	Suggest allocate 1 mark to each of the following points: • meaning of drought • idea of Sahara spreading into Sahel • plant loss • reference to figure 7a process(es) • compounding process (downward spiral)	
	ii	6	Adopt levels of response marking: Level 1: expect either stronger greenhouse effect OR global warming mentioned Level 2: expect both aspects explained Level 3: expect explicit clarification of link between two aspects made	L1 = 1–2 L2 = 3–4 L3 = 4–6
d		6	Adopt levels of response marking: Level 1: expect stating / listing of measures only (e.g. unleaded petrol...) Level 2: expect level 1 response plus valid reference to failure reasons OR description of measures Level 3: expect description of measures (e.g. Kyoto treaty) and reference to valid failure reasons	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(30 marks total)		

Question 8

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	1	Country B	
	ii	2	1. $5,000 m 2. $72,000 m	
	iii	3×1	Possible reference to raw materials / low rates of labour / limited environmental concerns	
	iv	2×1	Possible references to higher incomes / nature of products / infrastructure / quality of workforce / political stability	
b	i	4	Marks for comparisons e.g. rise/fall; variations; similar dip from 1990	
	ii	2	Different scales; easy to reach inaccurate conclusions	
c	i	1	Appropriate country	
	ii	5	Beaches; wildlife; forests, etc.	
	iii	4	Creating jobs; encouraging local crafts, etc.	
	iv	6	Level 1: bold statement of pluses of ecotourism Level 2: aspects of ecotourism that please conservationists Level 3: also makes references to downside of mass tourism	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(30 marks total)		

Question 9

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a		1	A	
b	i	2	1 mark for basic idea that dirty water lowers life expectancy or vice-versa. Second mark for elaboration e.g. disease transmission	
	ii	2 × (1 + 2)	Allocate 1 mark per valid factor e.g. food supply; medical provision. For each valid factor up to 2 further marks for explanation as per template set in (b)(i) above	
c	i	1	A = LEDCs; B = MEDCs	
	ii	2 × (1 + 1)	1 mark per valid indication e.g. GNP / GDP pp; number of doctors per 1000 people... Second mark in each case for some evaluation e.g. GDP pp measures ability to put money into schemes	
d	i	2	Allocate 1 mark for water supply difference (i.e. <u>much</u> higher in urban areas...) and 1 mark for sanitation differences (i.e. ditto). Expect some reference to size of difference for max marks	
	ii	3 × 1	Credit any three valid reasons e.g. urban investment greater; rural populations more scattered; urban need more critical	
	iii	2	Allocate 1 mark to understanding of absolute poverty (e.g. definition) with 1 mark for evidence from fig. 9b (e.g. only 11%...)	
e		3 × 3	Adopt levels of response approach: Level 1: expect loose, vague points across all 3 aspects of question or to focus on one aspect and to be better answered Level 2: expect two aspects reasonably answered or one aspect well done with general remarks about the other two Level 3: expect a balanced answer referring in case study fashion to why, the effects and management	L1 = 1 L2 = 2 L3 = 3
		(30 marks total)		

Edexcel International

London Examinations

IGCSE

IGCSE Geography (4370)

Mark Schemes for Specimen Papers

Paper 03 (Common to both Tiers)

Specimen Examination Paper – London Examinations IGCSE in Geography (4370) Publication code: UG013057
Issue 1, November 2003

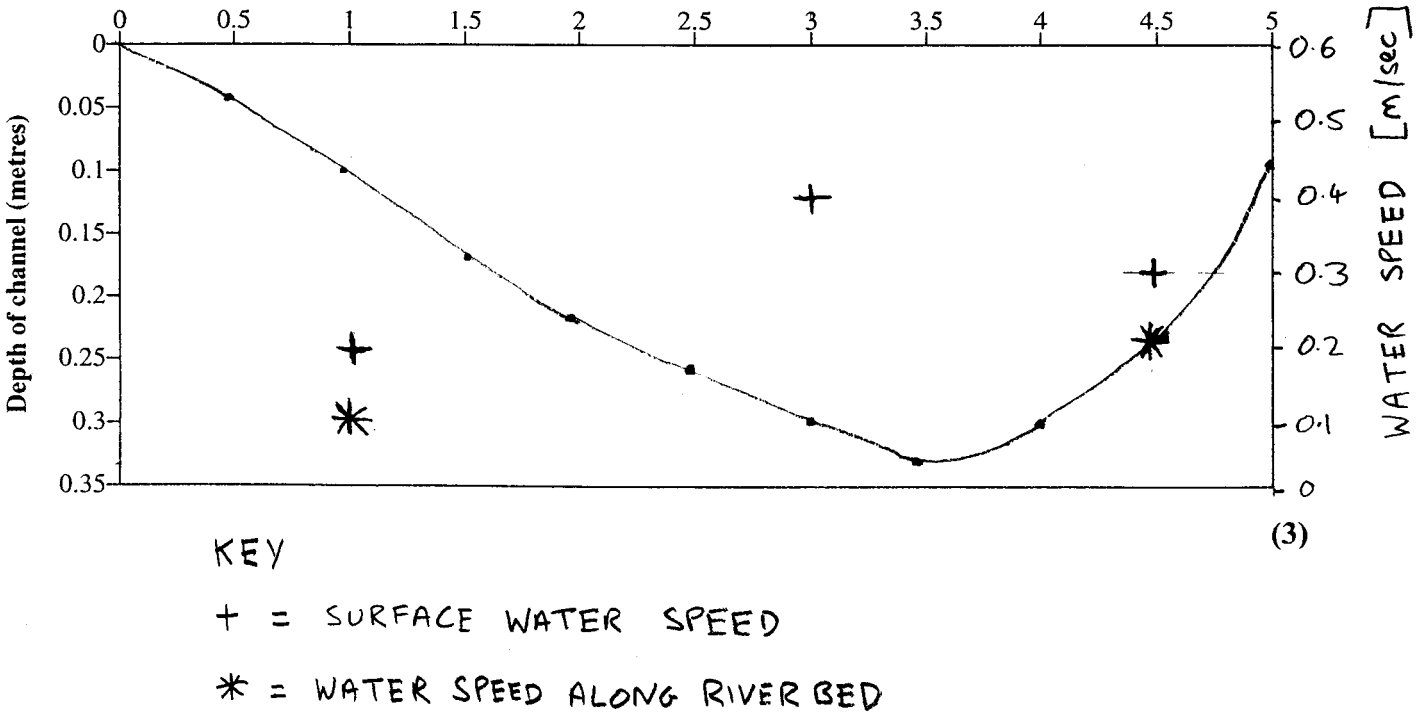
Specification Grid – Paper 03 (Common to both tiers)

Question No			Knowledge (Recall) A01	Understanding A02	Application A03	Skills A04
1	a	i				3
		ii				3
		iii				2
		iv			2	
	b					2
	c	i				2
		ii			4	2
2	a	i			1	1
		ii			1	
		iii				3
	b	i				3
		ii			2	
	c					3
	d				4	2
3	a	i				
		ii				2
		iii			2	
		iv				4
		v				6
	b				4	2
Total marks in question paper			0	0	20	40
% marks acc. to syllabus (target)						

Mark Scheme – Paper 03 (Common to both tiers)

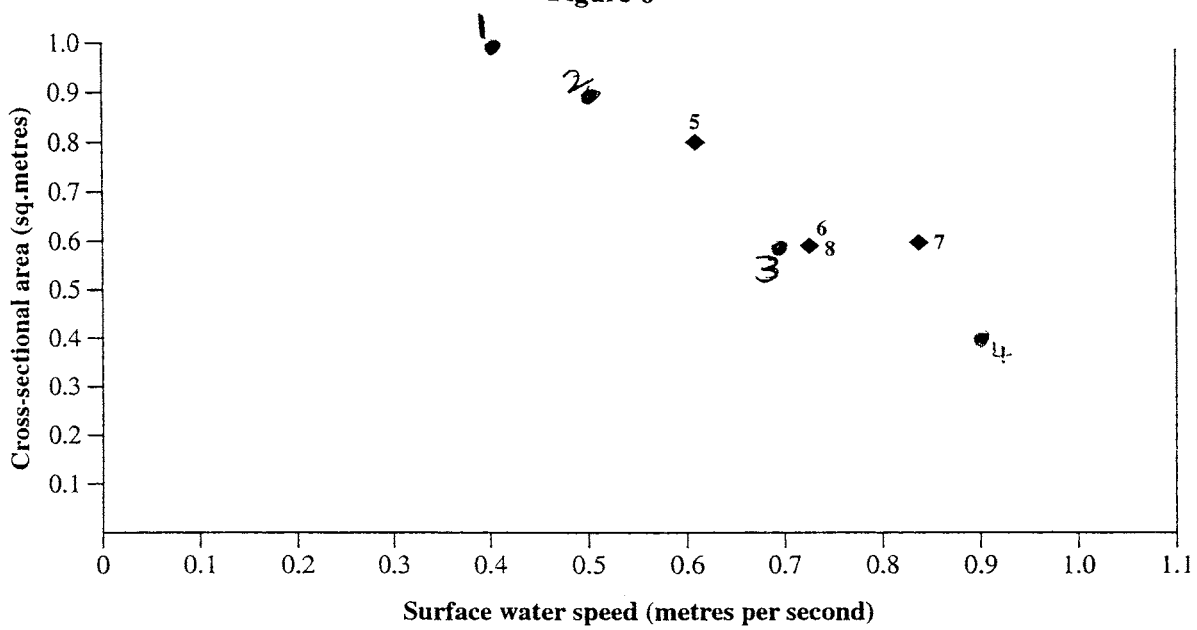
Question 1

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	3	Suggest 1 mark for broad shape of channel (i.e. open-U); 1 mark for accuracy of plotting left side of channel; 1 mark for accuracy of plotting right side of channel. See page 4	
	ii	3	Expect to award 6 × ½ mark for accurate marking of the 6 speeds within the channel. Marking a water level will help the clarity of response	
	iii	2	A 2 mark relationship will point out that speed initially increases down from the surface before falling as the bed approaches. One of these trends only for 1 mark	
	iv	2	1 mark for idea of friction. Full marks will note that friction works along the bed and the surface	
b		2 × 1	Site 1 = 1.0 sq. m; Site 4 = .4 sq. m	
c	i	4 × ½	Marks for accurate plotting of sites 1–4 data on scattergraph. See page 4	
	ii	6	Adopt levels of response marking strategy: Level 1: marks for trend statement, i.e. faster where similar CSA and vice-versa Level 2: marks for developing statement (e.g. bigger CSA slower speed; smaller CSA faster speed...) or referring to correlation i.e. negative correlation Level 3: expect explanation of process (e.g. slower where channel larger than rushes through narrower sections). May be evaluation at max. marks i.e. CSA is an important influencing factor	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		


0 0.5 1 1.5 2 2.5 3 3.5 4 4.5 5
Depth of channel (metres)
0 0.05 0.1 0.15 0.2 0.25 0.3 0.35
0·6 0·5 0·4 0·3 0·2 0·1 0
WATER SPEED [m/sec]
KEY
+ = SURFACE WATER SPEED
* = WATER SPEED ALONG RIVER BED

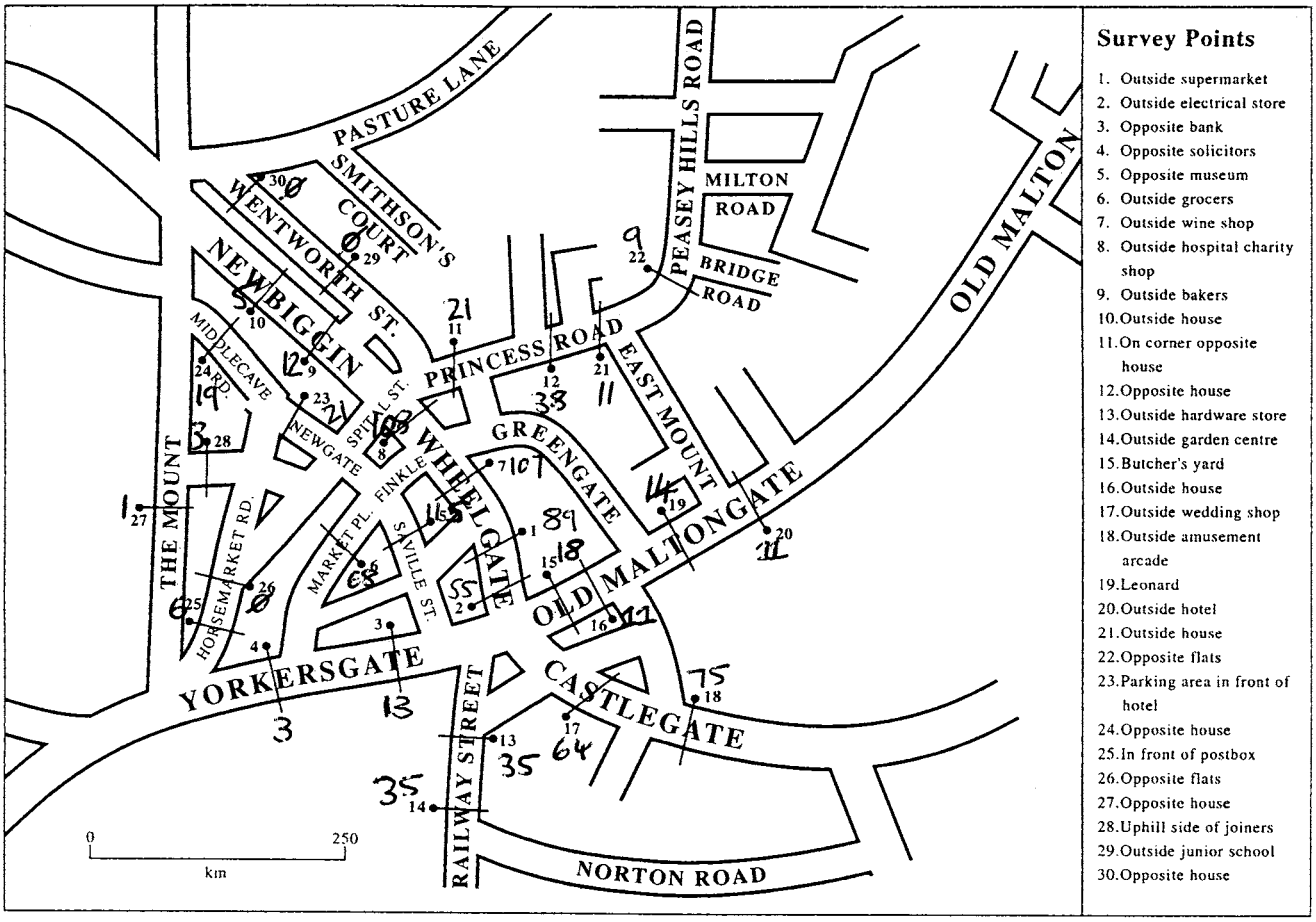
(3)

Figure 6


Cross-sectional area (sq.metres)
1.0 0.9 0.8 0.7 0.6 0.5 0.4 0.3 0.2 0.1
0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0 1.1
Surface water speed (metres per second)
1
2
3
4
5
6
7
8

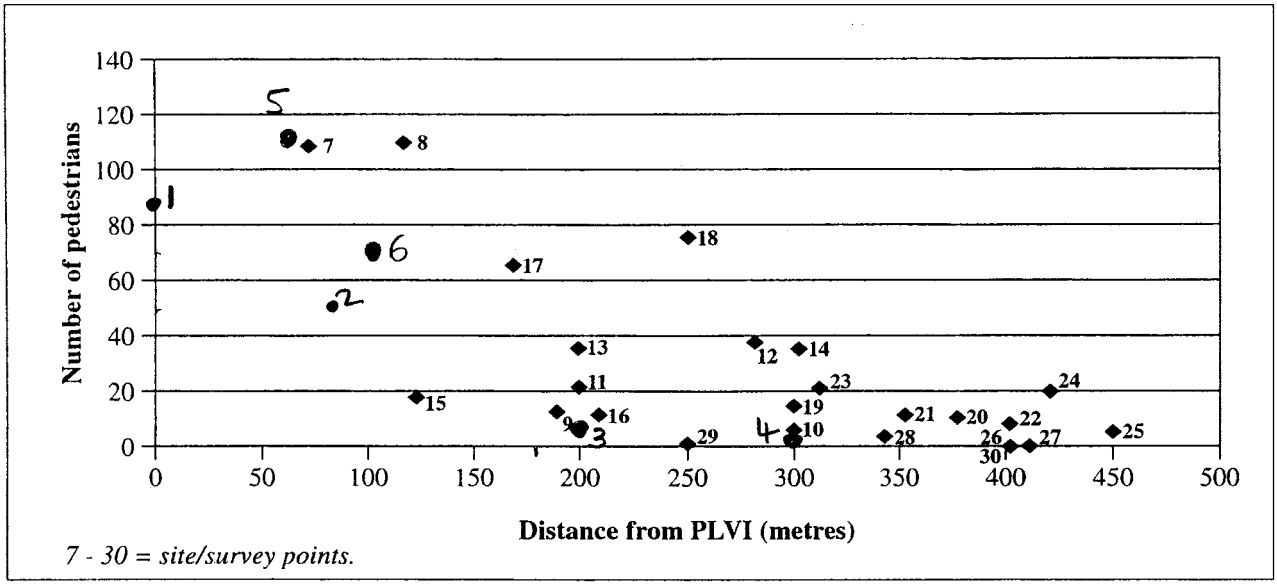
Question 2

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i	2	Expect two valid points e.g. standard time period; passers by; direction of movement...	
	ii	1	Credit any valid difficulty e.g. miscounting when busy; people moving back and forth	
	iii	3	Suggest award 1 general mark for placing; 2 marks for location description (e.g. block between Newgate / Saville St. and Wheelgate; close to PLVI...). See page 6	
b	i	6×½	Mark for accurate scattergraph plots. See page 6	
	ii	2	Allocate 1 mark for positive correlation; 1 mark for pedestrian numbers decline away from PLVI (or vice-versa)	
c		3	Suggest 3 marks where all is accurate and clear, and 1 mark where some valid attempt but pattern not very evident. 2 marks for medium quality. See page 7	
d		6	Adopt levels of response marking strategy:	
			Level 1: where focus is on 'how' and addressed in patchy manner (e.g. high pedestrian counts in shopping zones) Level 2: marks for either Level 1-style 'how' answers plus some reference to 'why' (e.g. shops rely on plentiful shoppers on foot...) or a fuller 'how' answer when many zones and their pedestrian counts referred to Level 3: marks for a balanced answer i.e. a fuller 'how' answer as well as some reasons for, example, lower counts in residential zones and higher counts in commercial zones	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		

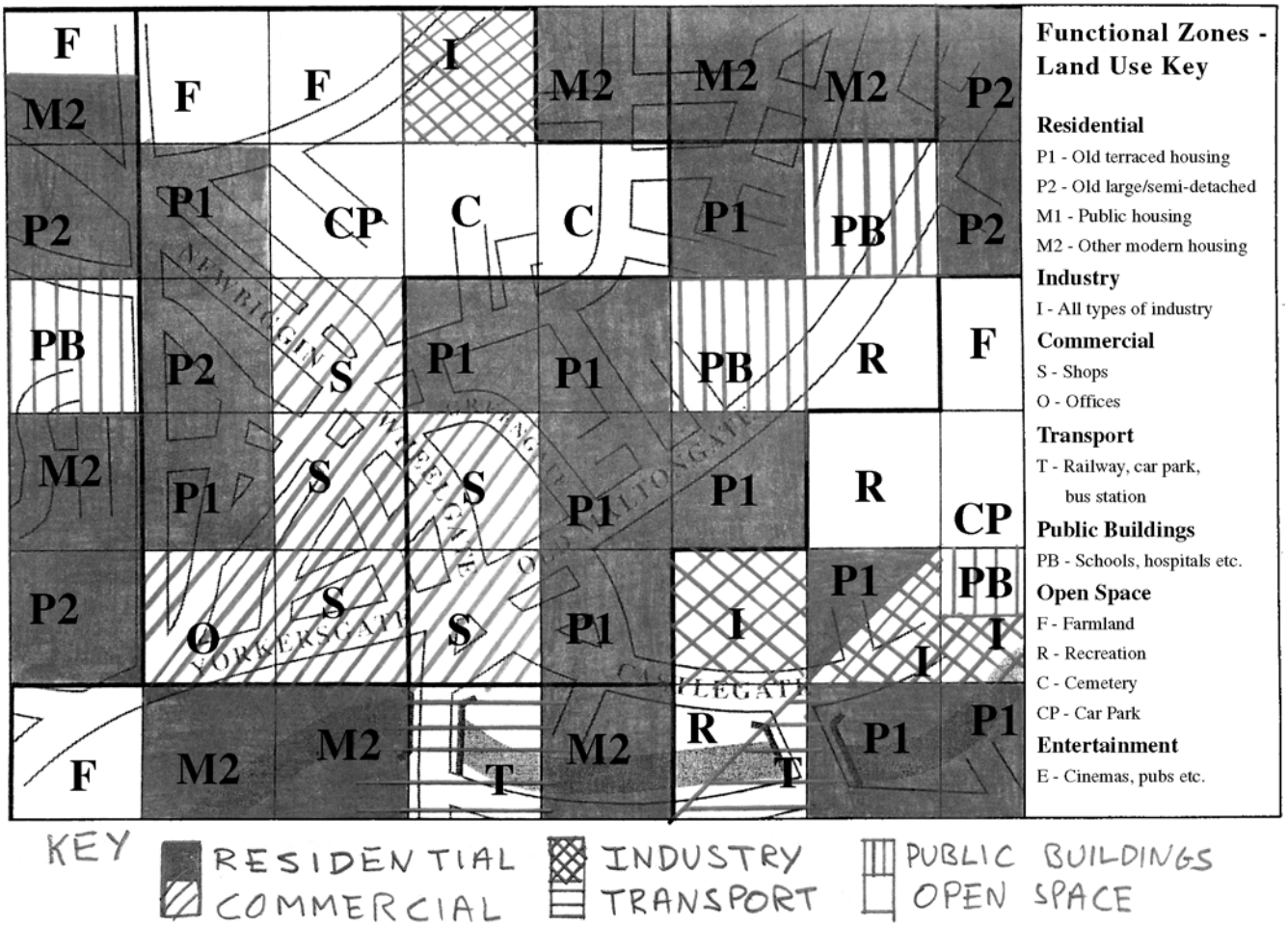


Survey Points

1. Outside supermarket
2. Outside electrical store
3. Opposite bank
4. Opposite solicitors
5. Opposite museum
6. Outside grocers
7. Outside wine shop
8. Outside hospital charity shop
9. Outside bakers
10. Outside house
11. On corner opposite house
12. Opposite house
13. Outside hardware store
14. Outside garden centre
15. Butcher's yard
16. Outside house
17. Outside wedding shop
18. Outside amusement arcade
19. Leonard
20. Outside hotel
21. Outside house
22. Opposite flats
23. Parking area in front of hotel
24. Opposite house
25. In front of postbox
26. Opposite flats
27. Opposite house
28. Uphill side of joiners
29. Outside junior school
30. Opposite house



7 - 30 = site/survey points.


Functional Zones - Land Use Key
Residential
P1 - Old terraced housing
P2 - Old large/semi-detached
M1 - Public housing
M2 - Other modern housing
Industry
I - All types of industry
Commercial
S - Shops
O - Offices
Transport
T - Railway, car park, bus station
Public Buildings
PB - Schools, hospitals etc.
Open Space
F - Farmland
R - Recreation
C - Cemetery
CP - Car Park
Entertainment
E - Cinemas, pubs etc.
KEY
RESIDENTIAL
COMMERCIAL
INDUSTRY
TRANSPORT
PUBLIC BUILDINGS
OPEN SPACE

Question 3

Part		Mark allocation	Acceptable levels of response / answers	Marks per level
a	i		No mark but necessary for max. marks to (iv). Expect a reasonably precise study area to be named e.g. a named city suburb; a named coastal beach...	
	ii	2	Accept any two valid preparations e.g. recording sheets; selecting suitable sampling sites...	
	iii	2	Award 2 marks for a full, clear statement of aims / purpose e.g. to measure how river speed varies around a meander is sufficiently precise. Vague statements worthy of only 1 mark	
	iv	4	Max. of 3 marks if no location stated in (i). For potentially 4-mark answers allocate up to 2 marks for the basic geography of the site with a further 1 mark for each of the clarity of the collection point(s) and a reason for these being chosen	
	v	6	Adopt level of response marking strategy:	
			Level 1: marks for a limited response either in depth or breadth e.g. only on what factors were measured or a loose comment about techniques plus a similar comment about equipment...) Level 2: marks for a deeper or broader response. Top L2 for a dull description of either the data or the collection methods Level 3: marks for a balanced response dealing with the data, techniques, equipment... . Expect some reference to sampling for max. marks	L1 = 1–2 L2 = 3–4 L3 = 5–6
b		6	Adopt level of response marking strategy:	
			Level 1: marks for general positive points or negative nature e.g. needed more time... Level 2: marks for either general points of both a positive and a negative nature or more detailed observations either positive or negative Level 3: marks for a balanced evaluation with reference to both positive and negative points. At least one side of this balanced evaluation needs to have some specificity	L1 = 1–2 L2 = 3–4 L3 = 5–6
		(20 marks total)		

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