GEOGRAPHY 7209, JANUARY 2006, MARK SCHEME

PAPER 1

1.	(a)	(i)	1 mark = giant slab pf crust or equivalent	1
		(ii)	1 mark = edge or boundary of…	1
		(iii)	1+1 1. C 2. A	2
		(iv)	1+1 1 mark = quakes associated with margins 1 mark = UK not near a margin	2
	(b)		LOR marking: L1 (1-2) = correct drawing L2 (3-4) = explanatory labelling	4
	(c)	(i)	Any two valid features/landforms e.g. volcanoes (cones); fold mountains	2
		(ii)	1 mark minimum per feature 3 marks maximum per feature Listing = max of 2 Max marks for 1 benefits described e.g. fertile volcanic soils and high rice yields on Indonesian volcanoes.	4
	(d)		LOR marking: L1 (1-3) = expect brief points and reference to only LICs or AICs. L2 (4-6) = expect some development or reference to AICs and LICs in comparative terms. Some reasoning. L3 (7-9) = expect examples/specifics and comparative. Reasoning explicit.	9

2.	(a)	(i)	A	1
		(ii)	C	1
		(iii)	B	1
	(b)	(i)	2 x 1 High average annual temperatures or equivalent = 1 mark High annual precipitation / rainfall = 1 mark	2
		(ii)	2 x 1 chemical to mechanical (2 marks) less chemical (1 mark) more mechanical (1 mark) less altogether (1 mark)	2
		(iii)	2 + 2 1 mark = low temperatures / high rainfall 1 mark = low rainfall / higher temps (2) 2 marks for development e.g. deserts (2) - no plants so no C process as per part (a)	4
		(iv)	Up to 2 marks = naming of mechanical weathering processes e.g frost shattering; exfoliation Up to 3 marks = description e.g. ice expansion in rock crevices – maximum 3 if one process more fully described	5
	(c)		3 x 3 LOR - 3 marks per group / 3 levels per group L1 (1) = basic point of knowledge, e.g. rock weathering forms soil… L2 (2) = a relevant and developed point e.g. weathering speed and risk of landslides. L3 (3) = expect explanation to an actual weathering process relevant e.g. sandblasting and building stone	9

3.	(a)	(i)	amount/volume of water acceptable	1
		(ii)	D	1
		(iii)	2 marks = reason with statement, e.g. most downstream (1 mark) - 2nd mark for development into full reason.	2
		(iv)	1 mark = basic point of woodland v. pasture 2 marks = explanation (e.g. interception; greater run-off) both surfaces addressed for maximum marks	3
		(v)	1 mark = basic point i.e. lake 2 marks = explanation (e.g. regulated flow)	3
	(b)		3 marks (3 x 1) = features i.e. shape; channel; silt 1 mark = formation i.e. overflow	4
	(c)	(i)	2 x 1 Accept any two valid uses, e.g. recreation; HEP; water supply	2
		(ii)	LOR - 3 marks per feature / 3 levels per feature L1 (1) basic point ether descriptive or a reason (e.g. hard rock) L2 (2) = ideas of a formation process emerging (e.g. differential erosion) L3 (3) expect sound explanation e.g. a labelled diagram	9

4.	(a)	(i)	X = stack; Y = wave-cut platform	2
		(ii)	1 mark to each of the following stages identified: notch; cave; cave growth; arch; arch collapse Need first and final stages plus sequence for maximum marks	4
	(b)	(i)	Any two valid differences e.g. hard rock vs softer materials; sheer vs less steep; cliff-foot differences.	2
		(ii)	NB processes sought – 1-3 marks for each set of processes. Expecting: 1. waves at cliff foot (1-3 marks) for wave erosion 2.sub-aerial (e.g. mass movement) on cliff face (1-3 marks) as other processes	4
	(c)	(i)	1+1 Any two valid schemes e.g. hard engineering e.g. sea walls or soft engineering e.g. beach nourishment	2
		(ii)	Simple explanation of process i.e. reducing wave power (1); stopping waves reaching cliff (1); development = maximum mark	2
	(d)		Naming expected but directly credited. LOR marking strategy. L1 (1-3) = effects listed (e.g.) sea flooding) and is opportunity or problem L2 (4-6) = effect(s) described for one side i.e. opportunity/problem (e.g. fishermen lose livelihood) or both sides (opportunity and problem) listed. L3 (7-9) described effects clearly linked to stated coastal change (e.g. sea flooding in Maldives) via explanation for both sides i.e. balanced answer.	9

5.	(a)	(i)	depression (accept low or cyclone)	1
		(ii)	warm sector	1
		(iii)	accept NE (or N or E)	1
	(b)	(i)	1 mark per correct response as follows: Forecast 1 = Miami; forecast 2 = Cheyenne; forecast 3 = Indianapolis; forecast 4 = Dallas	4
		(ii)	1-2 marks for symbol reading in immediate vicinity; 3-5 marks for reference to system and what is coming, referring to actual meteorological principles as reasons.	5
	(c)		1 mark = temperatures tend to rise towards equator / tropics 1 mark = example from Figure 5 2 marks = reason (e.g. angle of solar beam) how from own knowledge	4
	(d)		LOR marking strategy L1 (1-3) = expect valid naming for 1 mark, and stated features L2 (4-6) = expect feature description, and some reference to human activities L3 (7-9) = human activities linked to climatic features in an explanatory way.	9

6.	(a)	(i)	Credit any valid hazard/disaster e.g. drought, pests	1
		(ii)	3 x 1 Credit any three valid features e.g. low-tech; no surplus; poor harvest	3
		(iii)	2 x 2 1. the harvest: delay/ruin – 1 mark per idea, 2nd mark for development if only one idea 2. level of poverty: 1 mark for trend (e.g. below poverty line) with 2nd mark for ideas of malnutrition/famine	4
	(b)	(i)	Expect: 4 x 1 Each grouping shown worth 1 mark	4
		(ii)	LOR marking strategy L1 (1-2) = expect simple reversal labels in boxes e.g. low to higher income L2 (3-4) = expect upward spiral sets in. Cycle of poverty broken.	4
	(c)		LOR marking strategy L1 (1-3) = expect basic ideas e.g. technological fix; mismanagement; global warming (lists typical) L2 (4-5) = expect some development of one side of question, perhaps with examples. Provided other side addresses for above 4 marks (bottom of level). L3 (7-9) = expect both sides of question with examples offered.	9

7.	(a)	(i)	2 x 1 expect a temperature and a rainfall feature e.g. high or figures	2
		(ii)	1 + 1 Credit rainfall idea (1 mark) e.g. some necessary / at least 500mm; temperature idea (1 mark) e.g. coniferous to tropical rain forest as temperature rises	2
		(iii)	Suggest 1 mark for each of: • moisture vital for plant growth • low rainfall • high temperature / low effective rainfall	3
	(b)	(i)	Basic idea of linkages = 1 mark 2nd mark for elaboration e.g. elements of ecosystem named.	2
		(ii)	LOR marking strategy L1(1-3) = expect either one area addressed (e.g. vegetation–soils link) or 2-3 areas covered but superficially (e.g. thick bark in low temperatures) L2 (4-5) = expect 2-3 areas with some explanation (e.g. shallow roots, low temperatures, permafrost)	5
	(c)	(i)	2 x 1 Credit any two valid reasons e.g. sale of timber; clearance for agriculture; road building	2
		(ii)	LOR marking strategy L1 (1-3) = expect stating of effects e.g. plant loss; soil erosion L2 (4-6) = expect some explanation and loose examples L3 (7-9) = expect at least two effects explained in context of place and other details.	9

8.	(a)	(i)	Expect organic matter (humus)	1
		(ii)	Rock or equivalent	1
		(iii)	Any correct type e.g. gley; peat	1
		(iv)	L1 (1-2) = expect wet or dry conditions i.e. climatic answer L2 (3-4) = soil texture determines water condition in soil. Leaching and illuviation. Accept structure arguments / edaphic answer	4
	(b)		L1 (1-2) = expect broad profile with A, B and C horizons. L2 (3-4) = expect valid naming and horizon thickness broadly accurate.	4
	(c)		1. – expect to award up to 2 marks: rich iron content (red); break down in wet environment 2. expect to award up to 3 marks: movement downwards (humid tropics); weathering in wet conditions 2-3 or 3-2 mark split acceptable	5
	(d)		LOR marking strategy L1 (1-3) = expect broad causes of soil damage e.g. modern agriculture; deforestation L2 (4-6) = expect either description of specific agricultural practices leading to damage (e.g. overgrazing, ploughing) or reasons for soil preservation being important (e.g. prevention of soil erosion) L3 (7-9) = expect both aspects of L2 response.	9

PAPER 2

1.	(a)	(i)	Africa 1m	1
		(ii)	1. 90+ 1m 2.56-77 1m	2
		(iii)	Higher/lower; more varied 2m	2
		(iv)	Accept likes of differences in education, expertise, medical facilities; infrastructure, capital 2m	3
	(b)	(i)	Gross domestic product 1m; per head 1m	2
		(ii)	International currency 1m	1
		(iii)	Top B 1m; bottom A 1m; Middle E;C/D 1m Valid reasons 2m.	5
	(c)		Level One; Awareness of nature of work; outline description. 1-3m Level Two; Fuller description; some explanation. 4-6m Level Three; Description and explanation related to named examples 7-9m	9

2.	(a)	(i)	1.4.6-4,8 m 1m 2.51-54000 1m	2
		(ii)	1955 -65 1m	1
		(iii)	Overall, both rise; both have a dip 2m	2
		(iv)	Two characteristics; for each, statement 1m; fuller description 1m 4m	4
		(v)	Credit references to likes of declining industries; outward migration; congestion	5
		(vi)	Credit references to likes of mechanisation of farming; urban migration	2
	(b)		Level One; Outline of effects; focus on (i) 1-3m Level Two: Sound description of effects; possibly an attempt at (ii). 4-6m Level Three; Description and attempt at both similarities and differences 7-9m.	9

3.	(a)	(i)	Oil 1m	1
		(ii)	From oil/coal/gas 2m	2
		(iii)	Used more than once/not finite 2m	2
		(iv)	One from HEP/solar. 1m	1
		(v)	While smaller proportion may be greater absolute amount. 2m	2
		(vi)	1.clean; small quantities of raw material/political will/lack of alternatives. 4m 2.limited technology; cost; environmental limitations 4m	8
	(b)		Level One: Outline description of environmental and/or economic advantages 1-3m Level Two: Description of both; possible attempt at (ii). 4-6m Level Three; Detailed description of both; well founded view on decision of Malaysian Government 7-9m.	9

4.	(a)	(i)	I-G; II-F III-H IV-C V-B	5
		(ii)	Accept references to: limitations in health/medical facilities; lack of preparation, resources, expertise. 4m	4
	(b)	(i)	Limitations in demand related to level of development; limited development of power stations in some parts; limitation of deposits in parts. 2m	2
		(ii)	At the mercy of global consumption; inadequate resources to cope. Credit examples of impact on environment to 2m; 5m	5
	(c)		Level One: General observations about possible actions without reference to views expressed. 1-3m Level Two: Possible actions with some reference to view/s expressed. 4-6m Level Three: Actions in response to both views expressed. 7-9m	9

5.	(a)		Taxi driver- tertiary; farmer-primary; accountant-tertiary 3m	3
	(b)	(i)	Marks for comment on/insight into Figure 5a. eg value of car kits to NIC in 1960. 6m	6
		(ii)	Credit any valid reasons eg competition from elsewhere; need for significant re-investment 3m	3
		(iii)	Credit valid observations which relate to switch from primary to service industry. 4m	4
	(c)		Level One: Outline description of change with possible focus on just individual countries. 1-3m Level Two: Some appreciation general characteristics of overall pattern; possible attempt to account for some of changes. 4-6m Level Three: Description and insight into reasons for changes. 7-9m	9

6.	(a)	(i)	1.NE 1m 2. 13/15 km 1m	2
		(ii)	A-Admiralty B-Shau Kei Wan	2
		(iii)	Greater numbers; quicker; cleaner; more economical. 4m	4
		(iv)	Price; quality of service; deter other means; publicity. 4m	4
		(v)	Advantages; simple layout; only required information. Disadvantages; not to scale; might confuse. Allow other valid observations 4m	4
	(b)		Level One: Outline of some environmental/economic problems generally associated with mass transit systems. 1-3m Level Two: Greater detail of some environmental/economic problems. 4-6m Level Three: Focus on named area; problems relating to both construction and operation 7-9m	9

7.	(a)	(i)	1.44-46 2.8-9	2
		(ii)	Any valid reason eg no research	1
		(iii)	Education; birth control measures	2
		(iv)	Credit valid reasons	5
		(v)	Difference between birth rate and death rate	1
		(vi)	1.2000 2.1890 -1900	2
		(vii)	Death rate greater 1m; possible consequences of falling population 2m	3
	(b)		Level One: Outline reasons and generalisations for use of policies 1-3m Level Two: Reasons amplified; attempt to consider opposition. 4-6m Level Three: Insight into reasons for use of policies and reasons for opposition to their introduction. 7-9m	9

8.	(a)	(i)	1.System B 2. System B	2
		(ii)	Ranching- C; Market gardening-B; Rice growing-A. 3m. 1m for each valid reason. 3m	6
	(b)	(i)	1m for each of fertilisers and pesticides. 2m	2
		(ii)	Controls; education/publicity; policy; organic farming. 6m	6
	(c)		Level One: Outline reasons for lack of success in agriculture 1-3m Level Two: Answer addresses 'attempts to increase production' and provides some reasons for lack of success. 4-6m Level Three: Focus on named area/s with reference to prevailing circumstances/conditions there 7-9m.	9