

Mark Scheme January 2007

GCE O Level
Geography

GCE O Level Geography (7209)



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GCE Ordinary Level Geography Paper 1

Question 1

- (a) (i) A=Eurasian; B=Pacific; C=Philippine
3 correct= max marks; 1 or 2 correct=1 mark (2)
- (ii) westerly (accept NW) (1)
- (iii) collision or equivalent and/or subduction 'lift' from Fig 1.
Expect extra for 2nd mark eg destruction... (2)
- (iv) Pull apart (constructive); slide apart (conservative)
2x1mark (2)
- (v) partial definition - 1 mark eg a deep...;
full definition - 2 marks eg expect detail, perhaps of colliding plate formation (2)
- (vi) credit any valid named landform eg volcano (1)
- (vii)

Level 1	1-2 marks	Simple reading of fig 1 eg close to margins; subduction zone nearby
Level 2	3-4 marks	Some explanation and interpretation eg link with what happens at subduction zone and pressures; details such as 50kms to ocean trench from Japanese coast. Partial but valid diagram
Level 3	5-6 marks	Full explanation of processes involved. Fully annotated diagram alone

(b)

Level 1	1-3 marks	Short list of valid reasons outlined
Level 2	4-6 marks	Either long list of valid reasons outlined or 1-2 reasons developed into some explanation of advantage
Level 3	7-9 marks	2-3 reasons developed into clear explanation of advantage in the face of risks

Question 2

- (a) (i) credit full definitions with 2 marks
eg precipitation = any form of moisture reaching the Earth's surface.
Partial definitions = 1 mark eg precipitation = rainfall etc...
4 x 2 marks (8)
- (ii) Inputs = outputs idea 1 mark
Terms and/or figures from diagram showing balance 2 marks (2)
- (iii) allocate 1 mark to each of:
- High evapostranspiration
 - Only 280mm available
 - Valid process eg high temperatures (3)
- (iv) allocate individual marks to steps in the convectonal rainfall process

eg heat (1); rising air (1); condensation (1);
convictional rain = 1 (3)

(b)

Level 1	1-3 marks	Candidate lists contributory factors or outlines one basic cause eg high rainfall
Level 2	4-6 marks	Some explanation of at least 2 causes , physical and/or human
Level 3	7-9 marks	Both physical and human causes with clear process explanation of at least one cause from each side of the question. Examples (ie places, events) essential at top of level

Question 3

(a) (i) A = present cliff line; B = raised beach; C = old cliff line; D =stacks and stumps
4 x 1 mark (4)

(ii) 4 marks available. Max for text or labelled diagram(s) or both.
Allocate 1 to sequence concept with 3 x 1 for each of three following stages
ie crack-to-cave (1); cave-to-arch (1); arch -to-stack (1) (4)

(iii) 1-3 marks for relevant wave processes eg erosion, hydraulic action,
differential erosion. Reserve 1 mark for coastline description/structure
reference eg indented, rocks of different resistance (4)

(iv) 3x1 mark as follows: coastal landscape showing raised cliffs/beach (1);
higher former sea level (1); present sea level (1) (3)

(b) (i) valid definition eg shift of sediment along a coastline (1)
(ii)

Level 1	1-3 marks	Listing of general effects eg beach loss; groyne building
Level 2	4-6 marks	Reference to investigation methods eg beach surveys; photographing
Level 3	7-9 marks	Description, perhaps of an actual event or specific fieldwork methods in a general sense

Question 4

(a) (i) Main Ridge (1)

(ii) 1+1+1 reserving 1 for data. Credit up to 2 valid statements (2)
eg declines to south west. NB no credit for (a)(i) repetition if credited there (3)

Level 1	1-2 marks	Basic points ie altitude; windward or leeward trade winds
Level 2	3-4 marks	Development of one facet of explanation eg altitude and relief rainfall process
Level 3	5-6 marks	Fuller explanation ie rainshadow, and clear reference to both locations

- (b) (i) convectional (1); frontal/cyclonic (1) 2x1 mark (2)
(ii) 1+1+1+1 mark: rising air (1); cause of rising 1-2 marks;
1-2 marks for rest of process up to rain-making (4)
- (c) (i)/(ii) up to 5 marks per part. Max 9 for both parts

Level 1	1-2 marks	Listing/outlining of problems (i), schemes/strategies (ii)
Level 2	3-5 marks	Explanation, description or exemplification

Question 5

- (a) (i) A = disappearing stream/underground waterfall (or equivalent). Accept alternatives to swallow hole eg sink hole
B = stalactite 2 x 1 mark (2)
(ii) Valid definition eg no water passes through (1)
(iii) Explanation focussing on surface rock : permeable;
absence of surface water 1-2 marks
process explanation underground : acidic rainwater;
limestone solution 1-3 marks (4)
(iv) valid naming = 1 per feature up to 2 (eg gorge; limestone pavement; clint; gryke
suitable description per feature =1.
Two suitable descriptions of 2 valid features = max
2x1+1 marks (4)
- (b) 1-2 marks for features of mechanical weathering
1-2 marks for features of biological weathering
1 mark for differences made explicit (5)
- (c) 3x3 marks
for each 3 marks, max of 2 marks where answer deals only with one rock type.
2nd mark can be for developed point.
Max must be comparative

Question 6

- (a) (i) award mark to clarification of natural, not to vegetation
(eg adapted to climate) (1)
(ii) Any accurate vegetational feature eg dense(1); tall trees(1) 3x1 mark (3)
(iii)
- | | | |
|---------|---------|--|
| Level 1 | 1 mark | Little or no rainfall or equivalent |
| Level 2 | 2 marks | Accurate rainfall: evapotranspiration; balanced answer |
- (2)
(iv) Any accurate characteristic up to three eg sparse (1); bushes (1)
3x1 mark (3)
(v) 1-2 marks where direct links made eg forest where wet.
Max marks require broad pattern ie how vegetation changes when rainfall drops. (3)

(b)

Level 1	1-2 marks	Generic points about moisture and growth
Level 2	3-4 marks	Exemplified explanation eg regular high rainfall and rapid tree growth

(c)

Level 1	1-3 marks	Some vegetation description for named type and change stated
Level 2	4-6 marks	Description of human induced change (eg deforestation)
Level 3	7-9 marks	Explanation (eg reasons for deforestation)

Question 7

(a) (i) Poor or equivalent (1)

(ii) 4x1 mark 1 = podsol; 2 = hill peat; 3 = gley; 4 = brown earth(s) (4)

(iii) 5 marks

1 for basic profile concept (ie vertical frame);

1 for basic horizon structure;

1 for horizon detail

1 for basic process labelling

1 for process developed or second process labelled (5)

(iv)

Level 1	1-2 marks	Basic mechanism stated ie rainfall and drainage change
Level 2	3-4 marks	Mechanism developed to include role of slope in drainage, but remains generic
Level 3	5-6 marks	Linkage of rainfall, slope, drainage and reference to at least two named soil types

(b)

Level 1	1-3 marks	Different uses for two named soils stated/outlined
Level 2	4-6 marks	Basic/outlined reasons for differences or fuller reasons behind use(s) to which one soil put
Level 3	7-9 marks	Reasons offered for both soil types (at least two reasons per type). 2-3 reasons if response comparative ie focuses on differences not soil types as discrete entities

Question 8

- (a) (i) Any two valid, adequately explicit physical factors eg glaciers/ice caps (1); high mountains (1); Arctic cold (or equivalent) (1) 2x1mark (2)
- (ii) allow 1 mark for responses beyond figure 8 eg high demand; oil-hungry world, and accept to transport oil for 1 mark.
1-3 marks for core response ie frozen Arctic Ocean (1); problem of winter sea transport (1); ice free Gulf of Alaska (1)
3x1 point marking (3)
- (iii) Max marks for either three broad aims (eg conservation; access; land set aside; public enjoyment) stated or two aims described. Expect generic responses. (3)
- (iv) Expect Alaska specific responses eg Mt McKinley (1); high mountains have scenic beauty (1);
Award first mark for appropriate map reading and subsequent mark for application to question (2)
- (v) initial mark for damage, explicitly or implicitly stated with 2nd mark for exemplification eg eyesore; spillage. (2)
- (b) 2x2 or 4x1 (or composite).
Valid stated reason = 1 mark (eg transport advances; tranquillity)
Developed reason = 2 marks (4)

(c)

Level 1	1-3 marks	Conflicts clarified eg tourists v residents; building disturbs wildlife
Level 2	4-6 marks	Some reference to management eg planning; litter signs. Focus on giving 'ways'
Level 3	7-9 marks	Examples of where management strategy and conflicting interest groups linked. Two examples enough

GCE Ordinary Level Geography Paper 2

Question 1

- (a) (i) 1.suburb 1m 2.inner city (1)
(ii) Two from; open space; offices; small shops; large shops (2)
(iii) Allow 28-32% (1)
(iv) Any 3 valid characteristics (3)
- (b) (i) Inner city (1)
(ii) Two reasons eg high density housing (2)
- (c) Allow phrases such as; availability of land; lack of congestion; transport links (5)

(d)

Level 1	1-3 marks	Differences identified
Level 2	4-6 marks	Outline reasons for some of identified differences
Level 3	7-9 marks	Clear explanation of identified differences

Question 2

- (a) (i) Coal or oil (1)
(ii) Ease pressure on other resources; only tiny quantities of uranium required (2)
(iii) Finite supplies; impact on environment (1)
(iv) Need for extreme precautions and time consuming nature of such (3)
(v) Potential dangers (5)
- (b) (i) LICs greater potential; AICs more installed; greater proportion of installed in AICs (2)
(ii) Any valid reasons eg availability of capital; access (3)

(c)

Level 1	1-3 marks	Some awareness of problems; indication of effort/s made to address either (i) or (ii)
Level 2	4-6 marks	Attention given to some aspects of both (i) and (ii). Some detail offered on efforts made to address issues at (i) and/or (ii)
Level 3	7-9 marks	Detail offered on both (i) and (ii) possibly based on specific examples.

Question 3

- (a) (i) North west (1)
- (a) (ii) Insufficient space available (1)
- (a) (iii) Noise/disruption from flight path (1)
- (a) (iv) More space/less congestion/removed from urban area (4)
- (a) (v) Greater distance/not direct route (1)

- (b) (i) Competition/cost/lack of investment/changes in demand/removal of subsidies (4)
- (b) (ii) Real cost of other types of transport/advantages of rail/operational improvements/environmental impact relative to others (4)

(c)

Level 1	1-3 marks	Awareness of advantages/disadvantages of scheme/s selected
Level 2	4-6 marks	Some detail on advantages and/or disadvantages of 1/2 schemes
Level 3	7-9 marks	Detailed consideration of both schemes selected and description of both advantages and disadvantages

Question 4

- (a) (i) Farm B (1)
- (a) (ii) Any two valid inputs and two outputs 4x ½ (2)
- (a) (iii) Farm A (1)
- (a) Reasons eg outputs to farmer not market/limited production (2)

- (b) (i) Falls; gets progressively lower; fluctuates. (3)
- (b) (ii) Natural deterioration with use; attempts to restore (3)
- (b) (iii) Shifting cultivation 1m. Characteristics (4)

(c)

Level 1	1-3 marks	Named area; outline description of change/s
Level 2	4-6 marks	Some detail on nature of changes; attempt to address factor/s responsible
Level 3	7-9 marks	Focus on changes in named area and attention to both physical and economic factors responsible for change

Question 5

- (a) (i) Balearic Islands (1)
- (ii) Tourism/farming (2)
- (iii) Dry summer; impact on water supplies/at peak tourist season (2)
- (iv) Credit reference to any valid environmental impact (2)
- (b) (i) Reserve 2marks for each of physical and environmental problems. For max must be some reference to problem/s pertaining to export. (5)
- (ii) Accept references to phrases such as: impact on landscape/finite resources/ possible limited benefits to host country. (4)
- (c)

Level 1	1-3 marks	Indication of different attitudes, perhaps based largely on text
Level 2	4-6 marks	Some explanation of different attitudes of AICs and LICs. Possible attempt at unsatisfactory outcomes
Level 3	7-9 marks	Insight into reasons for different attitudes. Meaningful judgement on outcome of conference.

Question 6

- (a) (i) 1. Brazil 56-77 (1) 2. Australia 90+ (1)
- (ii) Any two valid indicators 2x1mark eg doctors per capita (2)
- (iii) Any three reasons eg capital availability; infrastructure; education (3)
- (b) Named aid organisation. 1mark Contribution towards improvement 4marks (5)
- (c) Reasons for success of self help schemes eg motivation; appropriateness; local focus (4)
- (d)

Level 1	1-3 marks	Outline of reasons for debts; possible comment on shortcomings of model.
Level 2	4-6 marks	Reasons for debts; some insight into model and its shortcomings
Level 3	7-9 marks	Reasons for debts; reasons for shortcomings of model based on named countries

Question 7

- (a) (i) City A (1)
 (ii) 23-27% (1)
 (iii) 1mark for examples of each. Explanation/amplification of differences 1mark (2)
 (iv) Reasons for differences in employment structures. Acceptable to focus on individual types (3 types could yield full marks) or to take an overview. (6)
 (v) Reserve 3marks for each of advantages and disadvantages. Answer may focus on employer and/or employee. Eg social isolation; lack of supervision; geographical mobility. (6)

(b)

Level 1	1-3 marks	Awareness of concentration and mobility of high tech industries. Outline observations.
Level 2	4-6 marks	Some reasons for concentration; some insight into reasons for mobility
Level 3	7-9 marks	Sound reasons given for both concentration and mobility

Question 8

- (a) (i) 1. 20% (1)
 (i) 2. 4-5% (1)
 (ii) Any two differences eg total more uniform (2)
 (iii) Reasons for specified differences (4)
- (b) 1 mark for named country in each case (i & ii) (1x2=2)
 3 marks for resultant problems in each case (i & ii) (3x2=6)
 (8)

(c)

Level 1	1-3 marks	Named NIC city; some description of change/s
Level 2	4-6 marks	Description of changes; attempt to address different views on change
Level 3	7-9 marks	Detail on changes; insight into reasons for different views with a focus on named city

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