Mark Scheme Summer 2009

GCE O Level Geography (7209)

Contents

Unit 7209 Paper 1

Question Number	Answer	Mark
1(a)(i)	1 mark for correct answer. • Four	(1)

Question Number	Answer	Mark
1(a)(ii)	1 mark for correct answer. • Accept east and north or opposite. Reference to plate name unnecessary	(1)

Question Number	Answer	Mark
1(a)(iii)	2 marks per valid definition. Expect full and accurate definition for 2 marks. e.g • Tectonic plate - giant slab of moving crust (2) • Epicentre - point on surface above earthquake origin/focus (2) Award 1 mark to partial, tentative definition	(4)

Question Number		
1(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	expect basic plate margin movement ideas i.e. converge and collide; subduction and tremor
Level 2	3-4	expect mechanism i.e. subduction, melting and pressure leading to tremor

Question Number	Answer	Mark
1(b)	Point mark each part out of 3. Credit developed reason with 2 marks. Avoid double-crediting basic points e.g. technology • Expect urban response to focus on population density and buildings, and LIC response on quality of infrastructure and preparedness. Accept 3 valid points in each case for max.	(6)

Question Number		
1(c)		
Level	Mark	Descriptor
Level 1	1-3	expect short list of stated only actions e.g. quake-proof buildings; drills; early warning systems
Level 2	4-6	expect either long list of stated actions or one named scheme/example described e.g. Bank of America building, San Francisco; Japanese school drills.
Level 3	7-9	expect description and examples with attention to "how" actions actually work to mitigate damage. Candidate may distinguish between pre- and post-quake action, and between LICs and AICs.

(Total 25 marks)

Question Number	Answer	Mark
2(a)(i)	1 mark for correct answer. • Rhone glacier	(1)

Question Number	Answer	Mark
2(a)(ii)	• Credit surrounding mountains idea with 1 mark. • Further 2 marks available for developing idea into spring meltwater(1); relief rainfall(1); steep slopes(1) . Accept glacier idea if developed (1)	(3)

Question Number	Answer	Mark
2(a)(iii)	1 mark for each correct answer. Maximum 2 marks. • Accept purposes listed i.e. HEP (1); recreation (1); navigation (1); irrigation (1)	(2)

Question Number	Answer	Mark
2(a)(iv)	For maximum marks expect two management purposes of dam building addressed. • e.g. how dam enables HEP generation (1-3 marks) and how it enables flood control (1-3 marks). • Expect reference to holding water up (1) and then further process.	(4)

Question Number		
2(b)		
Level	Mark	Descriptor
Level 1	1-2	expect short-list of basic misuses e.g. blocking rivers; drains to rivers
Level 2	3-4	expect long-list or one way well-described e.g. factories along specific named riverbanks.
Level 3	5-6	expect at least two ways well-described with concept of misuse explicit i.e. polluting/offending people etc

Question Number		
2(c)		
Level	Mark	Descriptor
Level 1	1-3	expect either a few stated advantages (e.g higher yields ..) or stated problems (e.g. costly …) only
Level 2	4-6	expect either some explanation of advantages or of problems only OR a more balanced response addressing both advantages and problems. Max 5. One side only.
Level 3	7-9	expect both advantages and problems explained with examples of them offered

(Total 25 marks)

Question Number	Answer	Mark
3(a)(i)	1 mark for each correct answer. Maximum 3 marks. • **A** - Bay • **B** – Stack • **C** – Spit	(3)

Question Number	Answer	Mark
3(a)(ii)	2 x 1 point marking. • Allocate 1 mark to clarification of "softest" i.e. most easily erodible …(1) • and 1 mark to observation that coastline most cut back where clay (the retreat idea)(1).	(2)

Question Number	Answer	Mark
3(a)(iii)	Allocate 1 mark to each of following: • observation that more cut back on west or less eroded on east (1); • some idea of process e.g. prevailing wind/waves (1)	(2)

Question Number	Answer	Mark
3(a)(iv)	Expect 2 reasons for maximum marks. • i.e. longshore drift (1); change of coastline direction (1). • 3rd mark for explanation/development of one reason e.g. how longshore drift works. Max. of 2 marks for single reason responses. No need to specify spit but max marks difficult without at least implicit realisation that feature is so.	(3)

Question Number		
3(b)		
Level	Mark	Descriptor
Level 1	1-2	expect outline description of landforms, either textually or diagrammatically. Landforms may be addressed individually with no appreciation of sequence and linkage.
Level 2	3-4	expect some explanation with appreciation of sequence. Explanation and sequence will be partial
Level 3	5-6	expect an annotated sequential diagram with process explanation evident or textual response with process by which caves develop into arches and finally stacks full and reasoned.

Question Number		
3(c)		
Level	Mark	Descriptor
Level 1	1-3	expect a generic outline of the longshore drift process (e.g. shifting beach material …). May include reference to fieldwork techniques e.g. measuring particle size
Level 2	4-6	expect some description of field techniques for measuring beach material transport and its effects e.g. beach height; particle size Other effects to be addressed especially at top of Level e.g. spit formation; beach loss
Level 3	7-9	expect a balanced response which reference to field techniques (perhaps equipment), the sorting effect (i.e. small particles transported …) and other effects (e.g. beach building and scouring…)

(Total 25 marks)

Question Number	Answer	Mark
4(a)(i)	1 mark for correct answer. • Horizon	(1)

Question Number	Answer	• Mark
4(a)(ii)	1 mark for correct answer. • Accept 1.7 – 2 metres	(1)

Question Number	Answer	Mark
4(a)(iii)	1 mark for correct answer. • black (accept dark)	(1)

Question Number	Answer	Mark
4(a)(iv)	• Credit humus with 1 mark. • 1-2 marks for clarification i.e. origin of humus; accumulation and quantity of humus; reason behind build-up	(3)

Question Number	Answer	Mark
4(a)(v)	1 mark for each correct answer. Maximum 4 marks. Point mark e.g. • grassland (1); • finer/less coarse grass (1); • bunch-grass (1); • short grass (1); • trees/bushes rare (1)	(4)

Question Number		
4(b)		
Level	Mark	Descriptor
Level 1	1-2	expect either relevant factors stated e.g. leaching… or tentative outline process. Named soil type not essential.
Level 2	3-4	expect valid named soil type with broad process of its formation e.g. upward or downward movement – its cause (e.g. rainfall-evapotranspiration balance) and broad effects
Level 3	5-6	expect accurate process account with nature of key horizons explained (e.g. eluviation in dry conditions leading to chernozem and fertile A-horizon)

Question Number		
4(c)		
Level	Mark	Descriptor
Level 1	1-3	expect broad references to relevant agricultural practices e.g. ploughing; fertilisers … Expect stated factor answers.
Level 2	4-6	expect some explanation of how at least one activity changes soil e.g. deforestation exposes and destabilises soil leading to soil erosion…
Level 3	7-9	expect at least two ways e.g. deforestation; fertilising, given in context of examples (e.g. cereal farmers …) with some reference to changing nature of the soil (e.g. modified texture and drainage …)

(Total 25 marks)

Question Number	Answer	Mark
5(a)(i)	1 mark for each correct answer. Maximum 3 marks. • 52 • 35 • 9 Answers must be in order above.	(3)

Question Number	Answer	Mark
5(a)(ii)	2 x2 marks. • Credit valid basic factor = 1 mark e.g. industrialisation (1); prosperity (1); transport provision (1). Ensure distinctiveness. • 2nd mark in each case for development of factor into full reason.	(4)

Question Number	Answer	Mark
5(a)(iii)	Award 1 mark per valid and distinctive stated change. • e.g. AICs fall (1); • LICs rise (1) or stay constant (1); • NICs rise (1). • Max marks could be 2 reasonable changes and one valid reason (e.g. carbon footprint concerns in AICs (1)).	(3)

Question Number	Answer	Mark
5(b)(i)	Outline but accurate definition. • e.g. trapping of heat = 1 mark. • Fuller definition e.g. gases-trapping-heating = 2 marks	(2)

Question Number	Answer	Mark
5(b)(ii)	1 mark for each correct answer. Maximum 4 marks. Point marking as follows: • more greenhouse gases (1); • gas names (1); • more heated trapped (1); • how trapped (1); • global warming (1); • climate generally changes (1). For max marks ensure key points (e.g.1st,3rd & 5th points above in sequence)	**(4)**

Question Number	Answer	Mark
5(c)	3 x 3 marks. Expect to award 1 mark per valid stated way. • e.g. slow economic growth (1); • Kyoto Protocol (1); • afforestation (1); • renewable energy use (1)...up to max of 3. In each case, further 1-2 marks for description of scheme/policy. Ensure for 3 mark max that how reduction in carbon dioxide will occur is at least implicit	**(9)**

(Total 25 marks)

Question Number	Answer	Mark
6(a)(i)	1 mark for correct answer. Accept any one of the following: • 12 noon (1); • 2 p.m. (1) • or hours between (1)	(1)

Question Number	Answer	Mark
6(a)(ii)	3 x 2 marks. In each case award initial mark for basic but relevant observation from graph. • e.g. above previous record temp. (1); • above "normal" (1); • 11 days of record temps. (1)). Use 2nd marks for data support providing general comment made for 1st mark • e.g.15-16 degrees C above "normal"(1); • 3-4 degrees C. above previous record (1)	(6)

Question Number	Answer	Mark
6(a)(iii)	For maximum marks expect both anticyclone and blocking addressed. • e.g. high pressure cell (1); • sinking air (1); • stationary (1) … Max mark of 2 for diagram alone because unlikely to clarify blocking concept.	(3)

Question Number		
6(b)		
Level	Mark	Descriptor
Level 1	1-2	expect outline description of how weather differs e.g. hot summers versus cold winters; clear versus foggy
Level 2	3-4	expect either basic reason for differences (i.e. lack of cloud/ sinking air) or more detailed description of differences (e.g. radiation fog; anticyclonic gloom; freezing conditions at night ..
Level 3	5-6	Expect full description of the weather types and some explanation of process i.e. sun not blocked; heat loss at night .. Perhaps reference to similarities i.e. clear and bright, dry … irrespective of season…

Question Number	Answer	• Mark
6(c)	3 x 3 marks. Award up to 3 marks for each type of impact i.e. environmental, economic and health. Max for each could be for a single-strand account of hot and dry impacts(essential for 2-3 mark responses that concept grasped) e.g. • for sunburn re health • for drought re environment • for tourist resort spending re economic Can award max marks of 3 for three undeveloped but valid and distinctive impacts e.g. health impacts include asthma problems, sunburn and dehydration issues. Equally, two valid and distinctive points made with one developed (e.g. why dehydration a problem) also worthy of max mark of 3.	(9)

(Total 25 marks)

Question Number	Answer	Mark
7(a)(i)	1 mark for each correct answer. Maximum 3 marks. • **A** - Volcanic • **B** – Faulting • **C** - folding or equivalents	(3)

Question Number	Answer	Mark
7(a)(ii)	1 mark for correct answer. • Credit any valid mountain/mountain range name e.g. C. Andes; A. Mauna Loa …Expect type to be given with name	(1)

Question Number	Answer	Mark
7(a)(iii)	1 mark for correct answer. • Rift valley	(1)

Question Number	Answer	Mark
7(a)(iv)	• Award lst mark for idea that area was land/rock strata (e.g. former land). • Award further mark for concept of erosion. Eroded land only = 1 mark. Expect some development/explanation for maximum mark.	(2)

Question Number	Answer	Mark
7(a)(v)	Reserve 1 mark for idea of plate margins/boundary with further 1-2 marks for basic mechanism at such margins • e.g. egress for hot interior (1); • moving plates and mountain-building (1) Needs to be process reference to both cones and fold mountains for max marks.	(3)

Question Number		
7(b)		
Level	Mark	Descriptor
Level 1	1-2	expect either a short-list of undeveloped opportunities e.g. tourism; hydropower ... or one developed advantage
Level 2	3-4	expect either a long list of undeveloped and distinctive opportunities (L2+/3 marks max) or some description of a few advantages
Level 3	5-6	expect at least 2-3 distinctive advantages well described as opportunities. Named examples may be offered e.g. winter sports in Alps.

Question Number		
7(c)		
Level	Mark	Descriptor
Level 1	1-3	expect simple statements about landscape with weathering and mass movement processes understood in broad terms or the two processes accurately defined only
Level 2	4-6	expect the two processes clarified explicitly together with loose, stated references to landscape impact (e.g. screes; tors; landslides ...). May be unbalanced in that description of workings of one process (weathering or mass movement) only.
Level 3	7-9	expect explicit process clarification and developed links into landscape/landform formation (e.g. how mass movement works to produce screes). Expect both weathering and mass movement mechanisms to be addressed

(Total 25 marks)

Question Number	Answer	Mark
8(a)(i)	1 mark for correct answer. • Accept dry or little or no rainfall(1) and obviously better (e.g. evaporation =/> rainfall (1)). No vegetation.	(1)

Question Number	Answer	Mark
8(a)(ii)	1 mark for correct answer. • westerly	(1)

Question Number	Answer	Mark
8(a)(iii)	Expect to point mark each part out of 2 with evidence in form of stated/named features so max for two such • e.g. deposition = sand ..(1); • dunes in foreground (1); • barchans (1); • sand dunes (1) • Erosion = sculptured rock (1); • Mushroom Rocks (1); • yardangs (1) …..) Differential erosion on faces e.g. • Weathered debris (1); • Sand blasting (1)	(4)

Question Number	
8(a)(iv)	Expect feature = landform. Max of Level 1 (2 marks) if no named landform/feature.

Level	Mark	Descriptor
Level 1	1-2	expect basic comments linking feature correctly to either erosion or deposition (e.g. wind drops sand ..)
Level 2	3-4	expect some explanation of formation process (e.g. wind erodes softer rock ..)

Question Number		
8(b)		
Level	Mark	Descriptor
Level 1	1-2	expect either shortlist of relevant features stated (e.g. wadis; alluvial fans ..) or recognition of either pluvials (i.e. that area not always desert) or occasional storms
Level 2	3-4	expect either description of one relevant feature or long list of such or linking of stated features to pluvial or recent storm
Level 3	5-6	expect description of more than one feature (perhaps diagram) with some reference for max mark as to role of water in their formation (some process required)

Question Number		
8(c)		
Level	Mark	Descriptor
Level 1	1-3	expect a few isolated undeveloped points related to adaptation for either traditional desert dwellers (e.g. roam searching for pasture; stay near oasis …) or modern resource extractors (e.g. import needs; hi-tech …)
Level 2	4-6	expect either points about how both traditional dwellers and modern resource extractors adapt or some explanation of the adaptations of one of these groups (e.g. how water tankers and air conditioning units enable survival …)
Level 3	7-9	expect examples of places and/or adaptation strategies for survival with explanation of how strategies enable survival (e.g. reference to hostility of environment with details). Strategies can be either those of traditional or modern corporate dwellers or both.

(Total 25 marks)

Unit 7209 Paper 2

Question Number	Answer	Mark
1(a)(i)	1 mark for correct answer. • Accept 60-62 million	(1)

Question Number	Answer	Mark
1(a)(ii)	1 mark for correct answer. • Population increases • They are all above 60million Credit any idea of all growing	(1)

Question Number	Answer	Mark
1(a)(iii)	1 mark for correct answer. • Immigration. Accept migration.	(1)

Question Number	Answer	Mark
1(a)(iv)	• Fast growth may have BR much greater than DR (1) • so there is a large natural increase (1). • It will have much more immigration than emigration (1) • whereas slow growth may have little immigration (1). • Immigration of young people may help increase BR also (1). Credit references to the unpredictability of these sources.	(4)

Question Number	Answer	Mark
1(a)(v)	1 mark for each suggestion • e.g. unemployment/larger workforce to benefit growing economy (1) • Need for more services (1) • More housing to be built (1). Allow 2 marks for a developed point, although 3 marks can be achieved by 3 simple points.	(3)

Question Number	Answer	Mark
1(b)(i)	Allocate 1 mark to structure clarification (e.g. reference to age-group). Credit any 2 valid changes • e.g. fewer young children (1); • more elderly (1) • ageing population (1) N.B. Do not credit reasons for these.	(3)

Question Number	Answer	Mark
1(b)(ii)	Up to 2 marks per change with 1st mark for stating and 2nd for further detail or breadth. Consequences of second change can be stated only • e.g. rising cost of pensions (1) • There will be less money to spend on other services (1)	(3)

Question Number		
1(c)		
Level	Mark	Descriptor
Level 1	1-3	Basic description which may well be generic with little/incorrect reference to actual policies. Probably will consist of a number of unconnected ideas rather than a policy as such. e.g. give child benefit; encourage/discourage immigration; one-child
Level 2	4-6	Sound description. Expect some description of actual policy, even if not identified by name. Ideas are connected in at least a basic way and at the upper end there should be some reference to how it is affecting/should affect size and/or structure of the relevant population
Level 3	7-9	Expect detailed description of a range of policies correctly linked to their respective countries. At least two different countries/governments should be considered for mid/top of level. Specific targets for the policies in terms of effects on size and/or structure will be identified.

(Total 25 marks)

Question Number	Answer	Mark
2(a)(i)	1 mark for correct answer. • **B, C** (need both)	(1)

Question Number	Answer	Mark
2(a)(ii)	1 mark for indication of what non-renewable means and 1 mark for identification of source(s) as such.	(2)

Question Number	Answer	Mark
2(a)(iii)	Credit up to any two explicit/implicit factors • i.e. mountainous (1); • gorge/steep-sided valley (1); • wet area/high rainfall (1)	(2)

Question Number	Answer	Mark
2(a)(iv)	Use of sketch-map information with max mark for either one or two stated valid factors (e.g. riverside; source of coal …) with development into reason for at least one. One full reason could go to 3 marks	(3)

Question Number	Answer	Mark
2(a)(v)	Solar, wind, wave etc. Any two 1 mark each. N.B. not HEP!	(2)

Question Number	Answer	Mark
2(b)	Allocate 1 mark to each valid advantage stated to a maximum of 4. Developed advantage = 2/3 marks. Expect advantages like: • supply more guaranteed; • reduces dependence on imports; • energy mix possible; • rural areas get electricity … If the generic benefits of nuclear power compared to other energy types only is considered then max 4	(6)

Question Number		
2(c)		
Level	Mark	Descriptor
Level 1	1-3	Basic explanation of factors. Expect outline advantages of areas stated .e.g. Greenfield sites, near good communications, near other similar industries, high quality workforce. Unlikely to refer to specific areas.
Level 2	4-6	Sound explanation. Expect some development into explanation of at least one of the factors. There should be some reference to a named industrial area for which the connection should be at least plausible if not linked by specifics.
Level 3	7-9	Detailed explanation. Expect a case study-style description with sound explanation. There should be reference to more than one area for the mid/top of the level to be achieved.

(Total 25 marks)

Question Number	Answer	Mark
3(a)(i)	1 mark for correct answer. Slope Aspect How steep/flat it is Soils Soil texture Soil acidity Soil fertility (not just fertilizers) Soil pH Climate Weather Rainfall Temperatures Sunshine hours Amount of sun Humidity Frost Length of growing season	(1)

Question Number	Answer	Mark
3(a)(ii)	Allocate 1 mark each for two simple ideas. • e.g. they already have the machinery for a specific type (1) • or 2 marks for a developed reason e.g. tribes such as the Masai have always farmed cattle so they have a lot of knowledge about that type of farming and children are brought up to do it (2)	(2)

Question Number	Answer	Mark
3(a)(iii)	Allocate 1 mark each for indicating understanding of the two types and 1 mark for explanation relating it (possibly through examples) to animal farming. Be flexible with use of example – if the initial distinction is weak but a detailed example shows sound understanding then the 3 marks can be achieved as 1+2 rather than 2+1. • E.g. Extensive farming has far fewer inputs than intensive (1). • Battery chickens have lots of chickens, food and light in a small area compared to that of sheep (2)	(3)

Question Number	Answer	Mark
3(a)(iv)	1 mark for simple idea linking any factor (from fig 3 or any subgroup) to a animal farming. • e.g. 'dairying is in areas with lots of rain (1)….,' and 1 mark for development into complete explanation, '…as this encourages the grass, which is their food, to grow well (1)'.	(4)

Question Number	Answer	Mark
3(b)	Allocate 2 x 1 to identifying valid reasons e.g. few chemical fertilisers; many pests … 2nd mark in each case for developing factor into full reason. For valid physical factors, some development connected to them being low income countries is needed for the second mark • e.g. many area do not have enough rain for crops to grow (1) • and they haven't got the technology to provide irrigation for them (1)	(6)

Question Number		
3(c)		
Level	Mark	Descriptor
Level 1	1-3	Basic description of some changes occurring in modern farming. e.g. agribusiness; mechanisation etc… Any explanation will be very vague with the link to any specific measure not made e.g. 'more machines are being used to increase profits' would only be a low Level 1 on its own.
Level 2	4-6	Sound description of one or more changes occurring to farming in AICs with some linkage to the reasons why the changes are happening.
Level 3	7-9	Expect detailed description of the changes. Explanation will be sound and linked to the changes described. Although not specifically required by the question, credit use of examples/case studies if they are offered.

(Total 25 marks)

Question Number	Answer	Mark
4(a)(i)	1 mark for each correct suggestion • woodland areas (1) • areas of hills (1) • made of chalk (1) • chalk hills (1) • valleys (1).	(2)

Question Number	Answer	Mark
4(a)(ii)	2 x 1 marks • Conservation (1) • access/recreation (1). Credit any valid other purpose.	(2)

Question Number	Answer	Mark
4(a)(iii)	3 x 2 marks. 1 mark for each for stated suggestion and further mark for development into full explanation • e.g. The number of insect/animal species may be reduced (1) • as more chemicals are used to kill pests on crops (1) Do not credit references to deforestation generally unless it is specifically linked to the woodland in the valleys	(6)

Question Number	Answer	Mark
4(b)	2 x 3 marks. Credit simple statements (i.e. brief reasons for their support/opposition)up to a maximum of 2 for each. The third mark should be for development into clear explanation of the reason. If group not named then interpret as best advantages the candidate. • E.g landowners would not like being told how to farm (1) • as they might not be able to use some pesticides and so lose part of their crop (1).	(6)

Question Number	
4(c)	

Level	Mark	Descriptor
Level 1	1-3	Basic description with brief comments on measures that are being taken. May well focus on the conflicts rather then the measures to alleviate them but needs some idea of reducing the conflict even if it may not be action by authorities specifically.
Level 2	4-6	Sound description of conflicts with some management plans for their mitigation offered. Expect Park named but response may not be closely linked to it. Accept if plausible.
Level 3	7-9	Detailed description, probably a case study-style answer with detail of conflict management of a named national park accurately described.

(Total 25 marks)

Question Number	Answer	Mark
5(a)(i)	2 + 2 marks. For each part look for 2 pieces of evidence e.g. 1. rural versus urban life expectancy (1); urban versus rural sanitation access (1) 2. slum population increase (1); new billionaires (1);	(4)

Question Number	Answer	Mark
5(a)(ii)	1 mark for correct answer. • Accept NIC • RIC • Newly Industrialised Country • Recently Industrialised country	(1)

Question Number	Answer	Mark
5(a)(iii)	1 mark for correct answer. • Primary (1) • secondary (1) • tertiary (1) sequence. Probably will be 1 mark per stage in sequence.	(3)

Question Number	Answer	Mark
5(a)(iv)	• Suggest growth-pole or equivalent (e.g. major city) idea (1); • resources focus (1); • rich-get-richer (1); • social division (1). Max for **one** developed argument only, although it is possible to combine two of the above suggestions to from one argued point e.g. rich-get-richer leading to social division	(2)

Question Number	Answer	Mark
5(b)	Mark each of two explanations out of 3. Explanations may consist of 1 point explained well or two points with limited development of one. For max expect explanation specific to economic development. • E.g. stable governments are viewed favourably by other countries (1).This means that their industries such as TNCs will be willing to locate there (1), bringing jobs and therefore spending power to the people of that country (1)	(6)

Question Number		
5(c)		Interpret 'government policies' fairly widely as how governments provide for their people, although it should be specific to a named country/countries at L3
Level	Mark	Descriptor
Level 1	1-3	Basic explanation. Expect comments about people become richer/living standards increase/provides jobs
Level 2	4-6	Sound explanation. Expect some references to government policy/spending priorities/quality of life. There may be a basic explanation of 'trickle down' ideas. There may be named countries/specific policies, although the information may be a little generic. Accept if it is plausible for the named country.
Level 3	7-9	Detailed explanation. Expect reference to improved aspects of quality of life and specific government policies in named countries. One good case study could provide enough if both country and policies are specific. Explanation of the mechanism for transfer of benefits should be clear.

(Total 25 marks)

Question Number	Answer	Mark
6(a)(i)	1 mark for each correct answer. Maximum 2 marks. • 1. 7 : culture and heritage protection • 2. 6 : natural habitats and wildlife conservation	(2)

Question Number	Answer	Mark
6(a)(ii)	1 mark for each correct suggestion. Maximum 2 marks. • energy conservation (1), • recycling (1) etc	(2)

Question Number	Answer	Mark
6(a)(iii)	1 mark for basic outline 'development so that people in future have enough resources' and 2 marks for full correct definition/explanation.	(2)

Question Number		
6(a)(iv)		
Level	Mark	Descriptor
Level 1	1-2	Simply stated ideas of the beneficial effects of using local food and materials such as less fuel use, helps local people with jobs/money.
Level 2	3-4	Explains links between these ideas and concept of sustainable development.

Question Number	Answer	Mark
6(b)(i)	May be looked at from a number of viewpoints. The most common are: • 'amount of resources'(1) ' to feed/clothe/house each person'(1) • Amount of resources (1) that a country/population consumes (1) • Resources used by a population (1) compared to what is available (1)	(2)

Question Number	Answer	Mark
6(b)(ii)	1 mark for making the link 'greater ecological footprint tends to be less sustainable' 3 marks for explanation/exemplification of this. • The bigger the ecological footprint of an activity, the less sustainable it is (1). • If a country uses a lot of coal then it is using up resources (1) • and producing pollution when it burns (1) • so this is not sustainable (1)	(4)

Question Number	
6(c)	

Level	Mark	Descriptor
Level 1	1-3	Basic explanation. Expect rich polluter idea, perhaps exemplified by list of how they use up resources/pollute rapidly
Level 2	4-6	Sound explanation linking the characteristics of the AICs with the outcome of their development not being sustainable. Expect big ecological footprint from high pollution (high carbon dioxide emissions), high military spending, negative impacts of TNCs …
Level 3	7-9	Detailed explanation linking the characteristics of AICs with examples of non-sustainable development, for example, high pollution i.e. high living standards and industrialised so high energy production and consumption, extensive transport … May also make reference to attitudes such as 'do as I say not as I have done', with some extensive 'US bashing'!

(Total 25 marks)

Question Number	Answer	Mark
7(a)(i)	Point mark. Credit all valid observations. • e.g. loose-knit(1); • nucleated (1) • roughly triangular shape (1) • 'A' shaped	(2)

Question Number	Answer	Mark
7(a)(ii)	1 mark for each suggestion • e.g. river for transport (1), water supply (1) • or 2 marks for one developed idea e.g. meeting of the 2 roads provided a nodal point at which people came to trade (2)	(2)

Question Number	Answer	Mark
7(a)(iii)	1 mark for each correct suggestion implying either commuters or reasonable suggestion of village employment. e.g. Farm worker Serves in village shop (not just supermarket or shop)	(3)

Question Number	Answer	Mark
7(a)(iv)	1 mark for each correct reason e.g. flatter, near road, with further 1 mark for development into full reason. Credit range of suggestions e.g. planning permission; existing buildings, ease of construction/access. Question does not require specific link to stimulus material.	(3)

Question Number	Answer	Mark
7(b)(i)	• 1 mark for idea of movement (permanent) of people • and 1 mark for direction away from town/city centres.	(2)

Question Number	Answer	Mark
7(b)(ii)	1 mark for simply stated ideas • e.g. increased house prices 2 marks for full description of an impact • e.g. increased house prices mean that local young people have to move away (2). Max of 3 for undeveloped statements only.	(4)

Question Number		
7(c)		N.B. Do not credit further reference to process of suburbanisation continuing from b(ii) unless there is something specific (location of small-scale industry) that is convincing!
Level	Mark	Descriptor
Level 1	1-3	Basic description. Expect identified generic changes with any explanation being vague and possibly not correctly assigned to the changes identified.
Level 2	4-6	Sound description/explanation. There should be at least one identified change that is explained correctly, although a long description of changes only can achieve the middle of the level if it is for a named settlement. For the top of the level expect a named settlement with at least one explanatory point.
Level 3	7-9	Detailed description together with sound explanation of a range of changes linked to the named settlement, probably within a case study-style answer.

(Total 25 marks)

Question Number	Answer	Mark
8(a)(i)	1 mark for correct answer. • 337904 (+-1 for 3rd and 6th digits)	(1)

Question Number	Answer	Mark
8(a)(ii)	1 mark for each correct answer. Maximum 2 marks. • Albert Docks (on OS map)(1); • shape of dock basins (1); • quays • warehouse buildings (1) ...	(2)

Question Number	Answer	Mark
8(a)(iii)	Credit any two reasonable factors • e.g. larger ships cannot reach old docks (1); • aeroplanes now take some traffic (1); • new ports built(1)...	(2)

Question Number	Answer	Mark
8(a)(iv)	Expect 2-3 developed reasons for max. Though could be up to 4 x 1 e.g. peripheral; close to population; large flat land area; take-off & land over river. Need at least 1 developed for full marks.	(5)

Question Number	Answer	Mark
8(b)	Max marks likely to be 2/3 valid factors explained (e.g. leisure age, large areas of land; community facilities needed .). Max 4 marks for suggestions without development into explanation	(6)

Question Number		
8(c)		
Level	Mark	Descriptor
Level 1	1-3	Basic description. Expect identification of broad urban fieldwork approaches and techniques used to present results(e.g. shade map; questionnaire …)
Level 2	4-6	Sound description. The techniques suggested should be specific to the choice of investigation and description should give some idea of how they are carried out/the equipment needed. (e.g. pedestrian counts; record building height …)
Level 3	7-9	Detailed description. Expect details of actual field event or thorough account of how a study might be carried out. Techniques should be securely linked to the purpose of the study. There should be reference to one or more secondary issues such as difficulties, use of secondary data, pre-visit planning.

(Total 25 marks)