

General Certificate of Secondary Education
Geography A
 Unit A674: *Issues in our Fast Changing World*
Specimen Paper

H

J380

Time: 1 hour

Candidates answer on the question paper.

Additional materials:
Resource Booklet

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- You will be awarded marks in question 2(a), 3(a), 3(b) and 3(c) for the quality of written communication of your answer.

FOR EXAMINER'S USE	
1	
2	
3	
TOTAL	

This document consists of **7** printed pages and **1** blank page.

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Unit A674: *Issues in our Fast Changing World*

Higher

Specimen Mark Scheme

The maximum mark for this paper is 50.

Question Number	Answer	Max Mark
1(a)	<p>Study Resources <u>1a</u>, <u>1b</u> and <u>2</u> in the separate Resource Booklet. Using map evidence, describe the location of Bangladesh.</p> <p>Point marking – map evidence only Indicative content Northern Hemisphere; Asia; north of/south of named places etc</p>	[3]
1(b)	<p>Study Resource <u>2</u>. Bangladesh is an ‘LEDC’. Use the resource to justify this statement.</p> <p>Point mark but allow development. e.g. Infant mortality is high ✓ this means health care is poor ✓ because Bangladesh lacks qualified doctors ✓ Not many people have radios ✓ indicating relatively low incomes for the average family ✓ little money for consumer goods/luxuries like radios ✓. High employment in agriculture ✓</p>	[3]
2(a)	<p>Explain why countries such as Bangladesh find it difficult to cope with natural hazards.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] Demonstrates limited understanding of difficulties of countries like Bangladesh in coping with natural hazards, with little attempt at explanation (simple statements eg they are poor and live in badly built houses). Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 [3-4 marks] Demonstrates sound understanding of difficulties of countries like Bangladesh in coping with natural hazards, with some explanation (more detailed statements or one well developed idea eg because they are poor they cannot afford warning equipment, so they cannot manage evacuation etc). Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5-6 marks] Demonstrates thorough understanding of difficulties of countries like Bangladesh in coping with natural hazards, with good explanation (two developed ideas eg they are poor and so much of their spare cash goes on essentials such as education and healthcare; hazard warning systems are expensive and such spending is not always a priority) Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]

Question Number	Answer	Max Mark
2(b)	<p>Using Resources 3 and 4, explain how tropical storms occur.</p> <p>Point mark stages of process from resource and own knowledge but allow development.</p> <p>Indicative content: the water is heated ✓ water around the tropics/equator ✓ some reference to locational factors needed for development mark and clear progression/reference to each separate stage for full marks ✓</p>	[4]
2(c)	<p>Study Resource 5.</p> <p>Choose ONE of the methods shown in this resource. Explain how it might minimise the impacts of tropical storms.</p> <p>Point mark and allow development of method and its role in prevention of impact.</p> <p>Indicative content: Poster works because it is very visual ✓ This works well in areas of low literacy ✓ It shows people what to do at times of hazard or threat ✓ communicates evacuation plan in easily understandable way especially in rural areas where literacy may be lower ✓</p> <p>Satellite: Forewarns areas of approaching storm ✓ Allows tracking and warning ✓ Allows time to evacuate and put into practice pre-planned hazard strategy ✓ greater the warning the more chance of lessening the impact ✓</p>	[3]
2(d)	<p>Study resource 6a.</p> <p>The final line states, 'technology is only as good as the reach of the message.' Explain what is meant by this quotation.</p> <p>Point mark and allow development.</p> <p>Indicative content: value of technology saving lives in the event of a hazard. ✓if no developed reference to the key issue of communication of warnings from use of predictive hazard technology one mark only.</p> <p>Further marks for development of understanding that: the use of hazard warning and predictive technology is dependent on the widespread ✓and rapid communication ✓of the message to vulnerable areas ✓ via a widely used and understood media ✓well managed and communicated plans to take effect once warnings issued to vulnerable area ✓</p>	[4]
2(e)	<p>Study Resource 6a. What evidence is there that Bangladesh was prepared for this hazard?</p> <p>Point mark for detail from article but allow development ✓</p> <p>Indicative content: warnings from Delhi ✓ Updates every few hours ✓</p> <p>People went to the shelters ✓ Warnings by specially trained people on bicycles ✓ posters telling residents what to do in the event of a cyclone ✓ evidence of pre-planned hazard strategy.</p> <p>Reserve mark for conclusion on evidence and extent of preparedness.</p>	[3]

<p>2(f)</p>	<p>Study Resource 6b.</p> <p>The article written on the 16th November states that 500 people have died. The article written three days later says up to 10, 000 people have died. Suggest why the number of deaths changed so drastically between articles. Why might the number have risen even higher?</p> <p>Point mark two issues in question for correct interpretation of article – 1 mark for reason for rise in number of deaths and 1 mark for explanation of why death toll may rise higher. 1 mark each for development of both.</p> <p>Indicative content: simple reason – they couldn't find the bodies, area was remote/inaccessible ✓ development for extra mark disease, broken communication/infrastructure, census data on number of people living in affected areas inaccurate ✓ lack of food ✓</p>	<p>[4]</p>
<p>3(a)</p>	<p>Jay has been teaching in the community for 30 years and wants to continue working in the community. Which of these options should he choose and why?</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] Demonstrates limited understanding of Jay's options with an attempt at explanation and no clear decision made. Simple statements eg Jay shouldn't go because that won't solve anything in his community. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 [3-4 marks] Demonstrates sound understanding of Jay's options, with a clear decision made and some explanation. More detailed statements or one developed idea eg Option 3 Jay should remain and organise aid and the re-establishment of drinking water because it will improve living standards considerably for the community. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5-6 marks] Demonstrates thorough understanding of Jay's options, with clear and decision made and full explanation. Fully detailed statements or two developed ideas eg Option 1, Jay should move to Rangur in the north of Bangladesh and send home money earned to support family in his own village; pay is likely to be much higher there, with more investment since there is not such a risk of tropical storms there. Once he has earned enough he may be able to return, bringing new teaching ideas, which will benefit the community. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[6]</p>

<p>3(b)</p>	<p>Abdul wants to improve his quality of life. Which option should he choose and why? Explain and justify why you rejected the other options.</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] Demonstrates limited understanding of options and reasons for choice and rejection of other options,. Simple statements eg Abdul should move to Rangpur because it will be safer and about options rejected eg he would be worse off if he stayed in the village. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 [3-4 marks] Demonstrates sound understanding of options and reasons for choice and rejection of other options. More detailed statements or one developed idea eg Abdul should carry on teaching since he can help a lot of children in his own community in this way. Sound reasoning regarding one of the rejected options. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5-6 marks] Demonstrates thorough understanding of options and reasons for choice and rejection of other options. Fully detailed statements or two developed ideas eg Abdul should choose option 2, stay where he is and carry on teaching. He is qualified and can do a lot of good there educating future generations and enabling them to get better jobs. Sound reasoning regarding at least two of the rejected options. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[6]</p>
<p>3(c)</p>	<p>You are working for an aid agency and are planning to allocate money to reduce the impact of future cyclones in Bangladesh. Study the list of options on which the money can be spent. OPTION A: Helicopters, satellites and temporary shelters OPTION B: Food aid, medical aid and survival education OPTION C: Sandbags, warning systems and pumps Which one option would you choose? Write a letter to the Head of the Aid Agency explaining and justifying your choice.</p> <p>0 marks No evidence submitted or response does not address the question</p> <p>Level 1 [1-2 marks] Demonstrates limited understanding of options. Candidate makes decision, briefly explains choice with little or no justification. No attempt to communicate appropriately with target audience. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	

	<p>Level 2 [3-5marks] Demonstrates sound understanding of options. Candidate makes decision, explains choice using evidence with some justification. Some attempt to communicate appropriately with target audience. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [6-8 marks] Demonstrates thorough understanding of options, makes decision, and fully explains choice. Evidence used to good effect with comprehensive and convincing justification. Answer communicates appropriately with target audience. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[8]
Paper Total		[50]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1	2	3
1(b)		2	1	3
2(a)		4	2	6
2(b)		2	2	4
2(c)		2	1	3
2(d)		2	2	4
2(e)		1	2	3
2(f)		2	2	4
3(a)		3	3	6
3(b)		3	3	6
3(c)		4	4	8
Total	0	26	24	50

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