

**General Certificate of Secondary Education**

**Geography A**

Unit A674: *Issues in our Fast Changing World*

**Specimen Paper**

**F**

**J380**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**  
**Resource Booklet**

Candidate  
Forename

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Candidate  
Surname

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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), 2(d) and 3(d) for the quality of written communication of your answer.

**FOR EXAMINER'S USE**

1	
2	
3	
<b>TOTAL</b>	

This document consists of **10** printed pages and **2** blank pages.

Answer **all** questions

**1 (a)** Study Resources **1a**, **1b** and **2** in the separate Resource Booklet.

Select words from the box and insert them in the relevant space to complete the paragraph below.

Northern	south	Myanmar/Burma	India
Pakistan	West	Southern China	north

Bangladesh is in the ..... hemisphere.

To the east and west is the country of.....

The Bay of Bengal is to the .....

The country to the south east is called.....**[4]**

**(b)** Study Resource **2**.

Use an arrow to match the information in the two columns. One has been done for you.

GDP per capita	65
Radios per 1000 population	59
% that can be accessed by inland waterways	2300
% employed in agriculture	49
Infant mortality per 1000 population	63

**[4]**

**(c)** Bangladesh is an 'LEDC'. Give evidence to support this statement.

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.....

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.....[3]

[6]

(i) Tropical storms occur between the Tropics of .....  
and ..... [1]

**(ii)** Tropical storms are called .....  
if they occur around India and Bangladesh. **[1]**

(iii) Hurricanes happen between the months of .....  
and ..... [1]

**(iv)** The sea needs to be hotter than.....  
for a tropical storm to form. **[1]**

(v) Warm, moist air in a tropical storm is forced to .....  
and this forms clouds. [1]

**(c) Study Resource 5.**

Choose **TWO** methods shown which aim to reduce the number of deaths from tropical storms. Explain how each of them works.

Name of method .....

Explanation .....

.....

Name of method .....

Explanation .....

.....[4]

**(d) Identify reasons why the death toll increases in the days following events like Sidr.**

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.....[6]

**3(a)** Abdul Zabbar and Jay Rafique are the school teachers mentioned in Resource **6c**. Following the tropical storm Sidr, they feel they have to make some decisions about their futures. The options are:

1. Move to Rangpur in the north of Bangladesh where there are fewer tropical storms.
2. Remain and carry on teaching.
3. Remain and organise the distribution of aid and re-establishment of drinking water.
4. Migrate and carry on teaching in an MEDC.

Jay has been teaching in the community for 30 years and wants to continue supporting the community. Which one of these options should he choose and why?

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.....[4]

**(b)** Abdul wants to improve his quality of life. Which option should he choose and why?

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.....[4]

**(c)** Explain why you rejected the other options for Abdul.

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.....[4]

**3(d)** 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 and satellites

OPTION B: Temporary shelters and education

OPTION C: Food and medical aid

OPTION D: Sandbags and warning systems

Which option would you choose? Write a letter to the Head of the Aid Agency explaining your choice.

[illegible]



[6]

**Paper Total [50]**

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Unit A674: *Issues in our Fast Changing World*

*Foundation*

**Specimen Mark Scheme**

The maximum mark for this paper is 50.

Question Number	Answer	Max Mark
1(a)	<p><b>Study Resources <u>1a</u>, <u>1b</u> and <u>2</u> in the separate Resource Booklet.</b></p> <p><b>Select words from the box and insert them in the relevant space to complete the paragraph below.</b></p> <p>Point marking – credit map evidence only.</p> <p>Words for the gaps:</p> <p>Northern; India; south; Myanmar/Burma</p>	[4]
1(b)	<p><b>Study Resource <u>2</u>.</b></p> <p><b>Use an arrow to match the information in the two columns. One has been done for you.</b></p> <p>Point marking. Correct answers:</p> <p>Radios per 1000 population = 49</p> <p>% accessed by inland waterways = 65</p> <p>% in agriculture = 63</p> <p>Infant mortality = 59</p>	[4]
1(c)	<p><b>Bangladesh is an ‘LEDC’. Give evidence to support this statement.</b></p> <p>Reserve 1 mark for opinion.</p> <p>Up to three point marks using evidence from table of data but allow development.</p> <p>e.g. the infant mortality is high ✓ this means health care is poor✓</p> <p>GDP per capita is relatively low✓good indicator that country is LEDC✓</p> <p>% employed in agriculture is relatively high✓characteristic of many LEDC’s✓</p>	[3]

Question Number	Answer	Max Mark
2(a)	<p><b>Why do some LEDC countries find it difficult to cope with natural hazards?</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]</b> Demonstrates limited understanding of why some LEDCs find it difficult to cope with natural hazards (simple statements without elaboration e.g. 'they are poor', or 'they have too many hazards'). Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3-4 marks]</b> Demonstrates sound understanding of why some LEDCs find it difficult to cope with natural hazards (more detailed statements e.g. because they are poor they cannot afford warning equipment). Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [5-6 marks]</b> Demonstrates thorough understanding of why some LEDCs find it difficult to cope with natural hazards (developed statements e.g. infrastructure, including roads, is poor so aid and relief effort after hazard event is delayed or non-existent.). Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Indicative content</b> e.g. because they are poor this means they can't afford to spend lots of money on warning equipment Because of their location they have many climatic hazards compared to other locations Because the people are not healthy and so its difficult for them to cope with disease that can follow a hazard Due to poverty/population pressure people forced to live in dangerous low lying coastal areas at risk during cyclones Infrastructure poorer than in MEDC so aid and relief effort after hazard delayed/non-existent.</p>	[6]
2(b)	<p><b>Study Resources 3 and 4.</b></p> <p><b>Complete these sentences to give information about tropical storms.</b></p> <p>Point mark. Words for spaces</p> <p>(i) Cancer and Capricorn <b>[1 mark]</b></p> <p>(ii) Cyclones <b>[1 mark]</b></p> <p>(iii) June and October <b>[1 mark]</b></p> <p>(iv) 27 degrees centigrade <b>[1 mark]</b></p> <p>(v) Rise <b>[1 mark]</b></p>	[5]



Question Number	Answer	Max Mark
2(c)	<p><b>Study Resource 5.</b></p> <p><b>Choose <u>TWO</u> methods shown which aim to reduce the number of deaths from tropical storms. Explain how each of them works.</b></p> <p>There are 2 marks for each method chosen. Point mark and allow development.</p> <p>Indicative content: Poster works because it is very visual and cheap to produce and distribute✓. It shows people what to do in case of hazard/can be seen by a wide audience (especially where TV radio ownership is low) ✓ applicable to areas where literacy is low ✓</p> <p>Buoys give advance warning of cyclones approaching✓ – emergency measures can be taken/plans put in place✓</p> <p>Cyclone shelters give people from low lying areas a safe place to shelter during cyclones ✓</p> <p>No marks for naming the method.</p> <p>[2 X 2]</p>	[4]
2(d)	<p><b>Identify reasons why the death toll increases in the days following events like Sidr.</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]</b></p> <p>Demonstrates limited understanding of why the death toll increases following events like Sidr. (simple statements, eg ‘there is no food so more people die’). Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3-4 marks]</b></p> <p>Demonstrates sound understanding of why the death toll increases following events like Sidr. (more detailed statements eg it is hot and dirty, making diseases spread quickly, so more people die). Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [5-6 marks]</b></p> <p>Demonstrates thorough understanding of why the death toll increases following events like Sidr. (developed statements eg there is no clean water or sanitation and infection quickly spreads in the high temperatures. Hospitals and transport links are damaged and it is difficult to get medical help). Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>e.g. diseases spread this is because there is no clean water/sanitation. Hospitals are damaged. Bodies not found due to isolated location/damaged transport links. No knowledge of the numbers resident in areas pre hazard event. Infrastructure damaged so aid, food, clean water slow to reach those affected.</p>	[6]

Question Number	Answer	Max Mark
3(a)	<p><b>Jay has been teaching in the community for 30 years and wants to continue supporting the community. Which one of these options should he choose and why?</b></p> <p>Point marking</p> <p>Allow 1 mark for valid reason (i.e. Jay shouldn't go because that won't solve problems in his community) for choosing option with extra mark(s) for development of choice (i.e. Jay could stay and help the aid effort and the re-establishment of vital services) or for further reasons (either 2+2 or 3+1 if one developed and one undeveloped reasons given).</p> <p>If no development could credit 4 valid reasons for full marks.</p> <p>Maximum 3 marks if clear decision not given.</p>	[4]
3(b)	<p><b>Abdul wants to improve his quality of life. Which option should he choose and why?</b></p> <p>Point marking</p> <p>Allow 1 mark for valid reason (Abdul should move north as there are less cyclones there) for choosing option with extra mark(s) for development of choice (i.e. Abdul should move to be in a less vulnerable area and further his job prospects away from the cyclone hit area and the damaged infrastructure) or for further reasons (either 2+2 or 3+1 if one developed and one undeveloped reasons given).</p> <p>If no development could credit 4 valid reasons for full marks.</p> <p>Maximum 3 marks if clear decision not given.</p>	[4]
3(c)	<p><b>Explain why you rejected the other options for Abdul.</b></p> <p>Point marking</p> <p>Allow 1 mark for valid reason for rejection (Abdul shouldn't go because his quality of life may not improve in the north in an area he does not know.) with extra mark(s) for development (i.e. Abdul shouldn't move north because if he does there will be children who don't have a teacher and he will be leaving friends and family.) or for further reasons (either 2+2 or 3+1 if one developed and one on undeveloped reasons given).</p> <p>If no development could credit 4 valid reasons for full marks.</p>	[4]

Question Number	Answer	Max Mark
3(d)	<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.</p> <p><b>OPTION A:</b> Helicopters and satellites</p> <p><b>OPTION B:</b> Temporary shelters and education</p> <p><b>OPTION C:</b> Food and medical aid</p> <p><b>OPTION D:</b> Sandbags and warning systems</p> <p><b>Which option would you choose? Write a letter to the Head of the Aid Agency explaining your choice.</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question</p> <p><b>Level 1 [1-2 marks]</b> Demonstrates limited understanding of options. Candidate briefly explains choice. No attempt to communicate appropriately with target audience. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3-4 marks]</b> Demonstrates sound understanding of options. Candidate explains choice with some development using evidence. 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><b>Level 3 [5-6 marks]</b> Demonstrates thorough understanding of options with development of reasons for choice. Answer communicates appropriately with target audience. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]
	<b>Paper Total</b>	<b>[50]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>		3	1	<b>4</b>
<b>1(b)</b>		2	2	<b>4</b>
<b>1(c)</b>		2	1	<b>3</b>
<b>2(a)</b>		4	2	<b>6</b>
<b>2(b)</b>		2	3	<b>5</b>
<b>2(c)</b>		2	2	<b>4</b>
<b>2(d)</b>		3	3	<b>6</b>
<b>3(a)</b>		2	2	<b>4</b>
<b>3(b)</b>		1	3	<b>4</b>
<b>3(c)</b>		2	2	<b>4</b>
<b>3(d)</b>		3	3	<b>6</b>
<b>Totals</b>	<b>0</b>	<b>26</b>	<b>24</b>	<b>50</b>

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