GCSE/ELC

Geography B (Avery Hill)

OCR/JOINT WELSH EDUCATION COMMITTEE SPECIFICATION

General Certificate of Secondary Education **GCSE 1987**

Entry Level Certificate **ELC 3987**

Mark Schemes for the Components

June 2006

1987/3987/MS/R/06

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MARK SCHEMES FOR THE COMPONENTS

Mark Scheme 1987/01
June 2006

PEOPLE AND PLACE

QUESTION A1: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				4
(ii)				2
(b) (i)		1		1
(ii)	1	1		
(iii)	2	2		
(iv)	2	2		
(c) (i)	1	1	2	
(ii)	2	1		
(d)	2	2	1	
TOTAL	10 (10)	10 (10)	3 (3)	7 (7)

1 (a) (i) South (1), Asia (1), Lantau Island (1), Lantau Island (1). **(4 x 1) [4]**

(ii) Correct plotting (1), correct shading/labelling (1). **(2 x 1) [2]**

(b) (i) 1 mark each for ticking the following statements:

The birth rate is very low ✓
Hong Kong is now part of China ✓

Credit each correct tick. If three ticks and two correct, only one mark. **(2 x 1) [2]**

(ii) Credit two simple reasons.
Examples: Could be generic or specific:
Generic:
Push Factors: Too crowded (1) high crime rates (1) air pollution (1) noise pollution (1) poor housing (1)
Pull Factors: better housing (1) better jobs (1) better quality of life/standard of living (1)
No opposites allowed.
Specific:
Anxiety over Chinese control (1), changing laws (1) fear of typhoons (1)
(2 x 1) [2]

(iii) Credit each factor and its explanation. Factors may be push or pull but do not credit a 'push' and its 'pull' as two separate factors:
Examples:
Better job opportunities (1) more money than home area (1)
Better housing (1), higher standards of accommodation (1)
Better education (1), opportunities for children (1)
Relatives in HK (1), move to be with family (1)
Bright lights (1), move to find opportunities (1)
Political/religious problems in home country (1) forced to leave (1)
Accept 'improved quality of life' once only.
No opposites allowed. **(1+1) x 2 [4]**

(iv) Credit one benefit and one problem each with its explanation.
May relate to either in- or out-migration.
Examples:
Benefit: Allows population to grow (1) because birth rate is low (1), replaces skilled workers (1) people can be trained for new skills (1), entrepreneurs flourish (1) because wages kept low (1) increases ethnic mix (1) enriches cultural diversity (1)
Problem: Key workers lost (1) difficult to replace (1), younger generation move (1) professionals go to USA, UK (1) middle managers move away (1) not able to be replaced (1)
Too many people (1) puts pressure on services (1) and housing supply (1) increases ethnic mix (1) so more racial tension (1)
Will accept benefits and problems of individuals providing it is new information not mentioned in (ii) and (iii) e.g. language difficulties (1) so communication problems (1)

(1+1) x 2 [4]

(c) (i) Credit either three simple, one simple and one elaborated or one wholly elaborated statement.
Examples:
Infringes privacy (1) too much detail (1)
if lost difficult/expensive to replace (1), always have to carry card (1)
cost of obtaining card (1) stolen identities (1) due to modern technology (1)

(3 x 1) or 1 + (1 + 1) or (1 + 1 + 1) [3]

(ii) Credit either four simple, two elaborated, or one wholly elaborated and one simple response.
Examples:
Helps border checks (1) checked electronically (1) more efficient (1) all data revealed (1) immigrants cannot get cards (1) difficult to forge (1) can't get jobs/services without card (1) disincentive/scare people off (1).

4 x 1 or 2 (1 + 1) or 1 + (1 + 1 + 1) [4]

(d) CASE STUDY: Population changes in rural or urban areas.

Examples could be LEDC/MEDC

Max of L2 = 3 if not a specific place e.g. continents or countries.

Work upwards from the lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy

5 marks

Total [30]

PEOPLE AND PLACE

QUESTION A2: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)		1	1	2
(b) (i)				1
(ii)		1		1
(iii)	2	2		
(c) (i)				1
(ii)			1	1
(iii)	1	1		
(iv)	1			
(v)	2	2		
(d) (i)	2	2		
(e)	2	2	1	
TOTAL	10 (10)	11 (10)	3 (3)	6 (7)

2 (a) (i) South (1), 3 kms (1), Stratford-upon-Avon (1), Majors Green (1). **(4 x 1) = [4]**

(b) (i) Credit accurate completion of graph, no need to draw line for mark. **[1]**

(ii) Credit an accurate description of trend. Must refer to figures on graph for second mark.

Population increased/steep increase/grew (1) from 100 to 1700/by 1600 people (1).

(1 + 1) = [2]

(iii) Credit either four simple reasons or two elaborated reasons or one wholly elaborated reason and one simple reason (1)
Examples:
Less air pollution (1) less noise pollution (1) due to less traffic/factories (1)
Attractive landscape (1) More open space (1) Greater recreation (1) Better quality or bigger housing (1) Less Crime (1) due to less poverty/better wealth (1) Better quality of life for family and young children (1) Quality of life can be used only once.
Possibility of better schools (1) away from problems of inner city area (1)
Cheap housing not acceptable. Pollution type only twice. Must state pollution.

(1 + (1 + 1 + 1) or (2 + 2) or (4 x 1) = [4]

(c) (i) North West **[1]**

(ii) Credit two simple pieces of evidence. Examples:
Village Green (1) High density housing surrounds the green (1).
New Village Services (1) or named service e.g. village hall, public house, post office. Will accept two of these named services for two marks.
Main Village Square (1) roads converge on the centre (1)

(2 x 1) = [2]

(iii) Credit description of a continuum including some of the following:

Village Square (1) High density housing near A (1) Medium density in middle (1) Low Density near B (1) Can include road (1) canal (1) and green belt (1) at appropriate points.

Gradual change in density from centre to edge (1) Decrease in housing density (1) from centre to edge (1)
Services (1) to housing (1) to canal (1) to Green Belt (1)

(4 x 1) = [4]

(iv) Land that is protected from development. **[1]**

(v) Credit two simple reasons. Examples:
Prevented by the canal (1) Green Belt (1) Need to build new roads (1)
Difficult to access (1) Need to build bridges (1) nature reserve (1)
Land is available to the south for possible expansion (1)

(2 x 1) = [2]

(d) In each case credit one simple statement and its elaboration.
Examples:
Advantages: Easier to get planning permission (1) good use of derelict sites (1) so eyesore removed (1) improve quality of environment (1)
Cheaper to buy (1) so reduces cost of building (1)
Access roads already nearby (1) Less disruption caused (1) Avoids using countryside (1) so protects green belt (1) so natural habitats maintained for wildlife(1)
Disadvantages: Needs a lot of reclamation (1) so costs of building increases (1) often need to be chemically treated (1) from previous contamination (1) destroying heritage (1) more expensive to build (1) increase in vehicles (1) so more traffic congestion (1)

Answers need to be elaborated.

(1 + 1 x 2) = [4]

(e) CASE STUDY: A planning issue in a town or city.

Examples must be urban, could be LEDC/MEDC. Will accept London Olympics but must name the area.

Max of L2 = 3 if not a specific place or rural example. Level of response mark scheme. Work upwards from Lowest level.

Level 1 Choice of case study reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy

5 marks

Total [30]

WATER, LANDFORMS AND PEOPLE

QUESTION B3: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	2			
(ii)				2
(iii)		2		
(iv)	1	1		
(b) (i)				1
(ii)	1			
(iii)			1	1
(iv)	2	2		
(c) (i)				1
(ii)			1	1
(iii)	1	1		
(iv)	2	2		
(d)	2	2	1	
TOTAL	11 (10)	10 (10)	3 (3)	6 (7)

3 (a) (i) One mark for each correct response. Store: Choose from sea, trees, lake, rocks, cloud, river.

Flow: Choose from precipitation, evaporation, transpiration, surface flow (river), groundwater flow.

(1 + 1) = [2]

(ii) One mark for recognising part played by trees (1) and one mark for either surface runoff or groundwater flow (1).

(1 + 1) = [2]

(iii) One mark for each correct completion.

Planting forests will increase *transpiration*.

Building a housing estate will speed up *surface runoff*. **[2]**

(iv) One mark each for labelling two of rocks, river, lake or sea. **[2]**

(b) (i) Credit correct shading. **[1]**

(ii) Credit correct definition. Bottom line, 'less rain than normal'. **[1]**

(iii) Credit one mark for each correct insertion.

Areas having the largest number of drought orders are found in the south and *north* of the map. Those with least drought orders are in the middle of the map, especially the *east*.

[2]

(iv) Credit two statements and their elaboration. Allow a maximum of three marks for any one statement. Accept reference to unqualified lowering of quality of life once. This question does not specifically ask about MEDCs so LEDC responses are acceptable.
Examples:
There are likely to be a wide range of answers but they must relate to water shortage.
Water is not available to drink/cook (1) so people will dehydrate/starve (1)
Local water supplies could dry up (1) so people would have to travel for water (1) reducing time for other activities (1) Lack of available tap water (1) so buy bottled water (1) reduces budget for other purchases (1) Workplaces unable to function (1) so people on short time working (1) so wages lower (1).

(3 max) + 1 or (2 + 2) = [4]

(c) **(i)** Credit accurate completion of the graph. One area must be shaded/labelled correctly. **[1]**

(ii) Credit recognition of a better position (1) and explanation in terms of less leakage (1).

(1 + 1) = [2]

(iii) Credit one mark for a simple suggestion and one mark for its valid elaboration.
Examples:
Based on water companies
Limiting the use of water (1) by hosepipe ban (1) by rationing water by time supplied (1) reduced pressure (1) build new reservoirs (1) to store more water(1)
Lay new pipes (1) to reduce water loss (1) educating people to use less water (1) by advertising campaigns (1)
Taking water to affected areas (1) using tankers (1).
Install water meters (1) to reduce demand (1) **(1 + 1) = [2]**

(iv) Credit two simple statements and their valid elaboration or one well elaborated statement plus one simple one.
Examples:
Water butts (1) to collect rainwater for garden (1)
Cleaning teeth with water from a glass (1) avoids wasting running water (1)
Placing a brick/water hippo in the cistern (1) reducing the amount of water consumed each flush (1) Taking showers rather than baths (1) as each shower uses less water (1) Bathing with a friend (1) reduces the number of baths (1)
Washing car/water garden less frequently (1) reduces water loss (1)
Buy efficient household appliances (1) to use less water (1)
Elaboration must not be repeated.

1 + (1 +1 + 1) or 2 x (1 + 1) = [4]

CASE STUDY: A place that has been affected by flooding.

Could be MEDC or LEDC.

Max Level 2 = 3 if not specific place or the place is inappropriate, eg whole continents.

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account, which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

5 marks

Total [30]

WATER, LANDFORMS AND PEOPLE

QUESTION B4: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	1			
(ii)				1
(iii)	2	1		1
(iv)			1	2
(b) (i)	1			
(ii)				1
(iii)	1	1		
(iv)	1	1		
(v)	1	1		
(c) (i)		3		1
(ii)	1	2	1	
(d)	2	1	1	1
TOTAL	10 (10)	10 (10)	3 (3)	7 (7)

4 (a) (i) Credit a simple valid definition. Bottom line = dropping/dumping of material/sand.

[1]

(ii) Credit the correct response of 'spit' however identified. Do not credit if more than one landform is selected.

[1]

(iii) Northerly (1), Swash (1), Backwash (1), Cape Cod Bay (1). **(1 x 4) = [4]**

(iv) Credit either three simple pieces of evidence or one simple and one elaborated. Examples:

Evidence of buildings/settlements/towns (1) suggest that this is a fairly heavily populated area (1). Many roads (1) suggesting built up area (1). Harbour (1) in the shelter of the spit (1) tourism (1) fishing (1)

(1 x 3) or 1 + (1 + 1) = [3]

(b) (i) Longshore drift on the photograph is from *west to east* or *east to west* Accept either. **[1]**

(ii) Credit correct completion. The structures are called groynes. **[1]**

(iii) Credit each correct tick. If three ticks and two correct credit only one mark.

Sentence	Tick (✓)
They slow it down	✓
They help scour the beach	
They trap sand	✓
They allow the beach to erode away	

[2]

(iv) Credit one simple reason for each group.
Examples:
Tourists: Trapped sand will build up beaches (1)
Better for family holidays (1) Sand to play in (1)
Householder: prevent coastal erosion/coastal flooding (1)
Chance of additional income from tourists (1). **(2 x 1) = [2]**

(v) Credit one mark each for two disadvantages or for one elaborated disadvantage. Examples:

The area downdrift is starved of sand/the beach is removed and not replaced (1) so there is a danger of flooding/erosion of property (1).
Large expanse of sand broken up (1) land yachting not now possible/destroys trade (1).
Groynes disrupt natural sand movement (1) destroying habitats/endangering marine species (1)
Expensive (1) use unsustainable wood (1) ugly (1) (**2 x 1) or (1 + 1) = [2]**

(c) (i) Credit one mark for each valid way and a second for its elaboration.
Examples:
Large numbers of visitors (1) could cause footpath erosion (1) serious litter nuisance (1).
Large amounts of litter (1) causing visual pollution/danger to wildlife (1).
Visitors on cliffs could cause erosion (1) and unstable areas to collapse (1).
(2 x (1 + 1) = [4]

(ii) Credit two simple statements and their elaboration.
Examples:
Create honeypot sites (1) to polarise visitors and reduce damage elsewhere (1)
Close popular areas on a rota system (1) to allow regeneration (1) Charge admission to sensitive areas (1) to reduce numbers (1) to help pay for protection measures (1)
Fencing areas (1) to allow area to regenerate and recover (1)

Set up visitor centres (1) to educate people in care of the environment (1)
Managed footpaths (1) keep people away from sensitive areas (1)
Place bins in area (1) to reduce the litter problem (1).
(1 + 1) x 2 = [4]

(d) CASE STUDY: A river landform

Max L2 = 3 if inappropriate example or not located. Can only use spit (as an appropriate example) if information is new.

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account, which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

5 marks

[5]

Total [30]

PEOPLE, WORK AND DEVELOPMENT

QUESTION C5: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				**4**
(ii)			**1**	**1**
(iii)	**1**			
(b) (i)	**1**	**1**		
(ii)	**1**	**1**		
(c) (i)		**1**	**1**	
(ii)	**2**	**2**		
(iii)				**2**
(d) (i)	**2**			
(ii)	**1**	**3**		
(e)	**2**	**2**	**1**	
TOTAL	**10 (10)**	**10 (10)**	**3 (3)**	**7 (7)**

5 (a) (i) Africa (1), East (1), Tropic of Capricorn (1), Poland (1).

(4 x 1) = [4]

(ii) Credit one simple statement with its elaboration. Examples: Great distance from EU/Over 9000 kms to EU countries (1) so high transport costs/problems with perishable goods (1) takes a long time to move goods (1) Not a member of EU (1) so taxes on goods going in (1).

(1 + 1) = [2]

(iii) Bottom line – goods leaving/sent out of a country/area (1). **[1]**

(b) (i) One mark for each correctly ticked box. Maximum of one mark if three boxes are ticked.

To protect trade in the EU ✓ (1)
To increase EU sugar production ✓ (1).

(1 + 1) = [2]

(ii) Credit either one elaborated or two simple statements.
Examples:
Gives a guaranteed income to farmers (1) so no money worries (1) Helps them to sell goods cheaply (1) so greater profit made (1) protects goods from outside competition (1) so sell more goods (1) to produce more (1) so raising profits (1) to help them buy machines/equipment (1) so they can get job done more quickly (1).

(1 + 1) = [2]

(c) (i) Can be two simple statements or one elaborated answer. There are no marks for the choice made.
Examples:
Yes
Protects farming in the EU (1) therefore less competition from abroad (1).
Makes farmers more competitive (1) therefore easier to export goods out of EU (1).
Able to invest in machinery (1) due to guaranteed income (1).

No
Blocks imports from other countries (1) unfairly (1).
Forces producers in other countries to sell cheaply (1) keeping them poor (1).

(2 x 1) or (1 + 1) = [2]

(ii) Credit two simple statements and their valid elaboration or one well elaborated way plus one simple way.
Examples:
due to lack of investment in clinics and hospitals (1) poorer health care (1).
cannot afford to build schools (1) or pay teachers (1) fewer opportunities for education (1)
cannot afford to spend money on housing projects (1) poor housing quality/living conditions (1)
cannot afford new roads (1) electricity supply (1) water pipes (1) poorer infrastructure (1)
cannot afford a minimum wage (1) increased poverty (1)
lack of food (1) leads to starvation/death (1)

1 + (1 + 1 + 1) or (1 + 1) x 2 = [4]

(d) (i) 8% **[1]**

(ii) 27% **[1]**

(iii) Credit two valid features of fair trade.
Examples:
Fair price paid for the product (1) workers have decent working conditions (1) workers paid a fair wage (1) often work in cooperatives (1)
Increased workers' rights (1)

2 x 1 = [2]

(iv) Credit two simple statements and their valid elaboration or one well elaborated statement plus one simple statement.
Examples:
Reduces debt (1) therefore less reliance on aid (1)
Better schools (1) so children get better education (1) thereby getting access to better jobs/income (1)
Better health care (1) so disease is reduced (1).
Increasing wealth (1) so greater income for poor (1) Better infrastructure or any other services that make up the infrastructure (1) e.g. access to safe water (1) which may improve life expectancy (1) or may attract new industry/investment (1)
Allow more money for 1 mark only once.

1 + (1 + 1 + 1) or (1 + 1) x 2 = [4]

(e) CASE STUDY: Can be any country with any type of Aid.

Max of L2 = 3 if not a specific country, eg Africa, Asia, Indian Ocean etc.

Level of response mark scheme. Work upwards from Lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account, which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

5 marks

Total [30]

PEOPLE, WORK AND DEVELOPMENT

QUESTION C6: Foundation Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				1
(ii)				4
(iii)	2	2		
(b) (i)	1	1		
(ii)	1	1		
(iii)	1			
(iv)	1	1	1	
(c) (i)				2
(ii)		1	1	
(iii)	2	2		
(d)	2	2	1	
TOTAL	10 (10)	10 (10)	3 (3)	7 (7)

6 (a) (i) Credit correct plot. **[1]**

(ii) Nuclear (1), 160 (1), widened (1), 1996 (1). **[4]**

(iii) Credit two simple statements and their explanations.
Less coal/fossil fuels (1) running out/deeper mines (1) makes them more expensive (1) Worries about air pollution (1) leading to use of cleaner fuels (1) Poor industrial relations (phrased more simply!) in mining (1) look for more reliable sources (1)
More nuclear power (1) cheaper/more efficient (1)
Less reliance on imported fuels (1) less raw materials for nuclear power (1) so less cost (1)

(2 x 1 + 1) = [4]

(b) (i) Credit one mark for valid choice of reason and the other for an explanation as to how it helped close the mines.
Examples:
Heavy industry has declined (1) so less demand for coal (1).
Now only deep coal left (1) increased its cost (1).
Nuclear power now provides 80% of needs (1) so less coal needed (1).

(1 + 1) = [2]

(ii) Credit two simple statements.
Examples:
May leave the area because there is no work/to look for a new job (1) to leave a run down area (1).
People may suffer from depression (1) People are unemployed (1) May have money problems (1) stress placed on family life (1) loss of self esteem (1).

(2 x 1) = [2]

(iii) Credit a simple definition. Bottom line. Knock on effects of loss of jobs on an area.

[1]

(iv) Credit three simple, one elaborated and one simple or one wholly elaborated statement. Could be social, economic or environmental negative effects or positive environmental effects. Examples:
Negative: lack of money in area (1) causes closure of shops/pubs/restaurants/etc (1) causing more unemployment (1) lack of local taxes/rates (1) means less money to spend on local services (1) means poorer healthcare/education etc. (1) neglect of public buildings/roads/etc. (1) dereliction (1).
Positive: Mining finished so no more tipping (1) fewer lorries on roads (1) so less danger (1) less air pollution (1).

(1 + 1 + 1) or 1 + (1 + 1) or (3 x 1) = [3]

(c) (i) 70 – 90 (1), south-east (1). **[2]**

(ii) Credit one mark for choosing either Belgium or England/UK and one mark for a simple valid explanation of the choice.
Examples: Belgium (1) short distance/30-45 kms from border (1). England/UK (1) Calais tunnel/ferry links (1) Just off motorway from Calais (1) short journey time from UK/England (1)

(1 + 1) = [2]

(iii) Credit two elaborated or a combination of simple and elaborated statements. Maximum of three marks for simple statements .
Examples:
New jobs will be directly created (1) employing ski instructors etc. (1) people employed by Loisinord will spend money in the area (1) creating a positive multiplier effect (1) People visiting Loisinord will spend money in local shops/bars/restaurants (1) creating more employment (1).

(3 max + 1) or 2 (1 + 1) = [4]

(d) CASE STUDY: A location where a Multi-national company (MNC) has created employment opportunities.

Could be LEDC or MEDC. Must be town or city location.

Max of L2 = 3 if inappropriate example and not located.

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.

1/2 marks

Level 2 Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar.

3/4 marks

Level 3 Appropriate choice of case study applied very well. Provides a balanced account, which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **5 marks**

Total [30]

Mark Scheme 1987/02
June 2006

PEOPLE AND PLACE
QUESTION A1: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a)(i)				**3**
(ii)				**1**
(b)(i)				**1**
(ii)	**1**	**1**		
(iii)	**2**	**1**	**1**	
(iv)	**2**	**2**		
(c)(i)		**2**		**1**
(ii)	**1**	**3**		
(d)	**4**	**2**	**2**	
TOTAL	**10 (10)**	**11 (10)**	**3 (3)**	**6 (7)**

1 **(a)** **(i)** Credit three simple reference points. Must have geographical terms. Examples:
South of Guangdong Province (1)
West of Taiwan (1)
Southern China (I)
North West of Philippines (1)
South West of Japan (1)
East Asia (1)
North East of Vietnam (1)
South East Asia (1)
Near South China Sea (1) (1 + 1 + 1)=**[3]**

(ii) Lantau Island **[1]**

(b) **(i)** 40% **[1]**

(ii) Credit one reason and its elaboration. May be generic or specific to Hong Kong.
Examples:
Generic:
Air pollution (1) health implications (1) unpleasant (1)
High urban crime rates (1) fear of being victim (1) less freedom of Movement (1) overcrowding (1) high unemployment (1)
Congestion on transport (1) long journey times (1) increases working day (1)
Specific:
Fear of Chinese rule (1) reduced economic opportunities (1)
Move to UK/other countries (1) to be with wider family (1) greater opportunities (1) better pay (1) too expensive in Hong Kong (1)
Move to China (1) more job opportunities (1)
Better education elsewhere (1) Greater opportunities for children (1)
Better standard of living elsewhere (1)
Fear of natural hazards (1) (1 + 1) =**[2]**

(iii) Two reasons needed with elaboration. If just list max 2 marks. Must be different from B (ii)
May be either push or pull factors but do not credit related push and pull as two separate factors – do not put opposites
Examples: The perception of:
Job opportunities (1) better income (1)
Better schools (1) more opportunities for children (1)

Better housing (1) improve quality of life (1)
Better medical facilities (1) improved health (1)
To be near relatives (1) to reunite families (1)
Refugees (1) forced out of own country (1) (1 + 1) x 2 =**[4]**

(iv) Credit a simple response and its elaboration for each advantage and disadvantage – no opposites
Examples:
Advantages:
Labour pool grows (1) so cheaper labour (1)
More income from taxes (1) better skilled workforce (1)
Migrants from other countries (1) so cultural diversity increases (1)
Disadvantages:
Managerial skills lost (1) Inflow migrants lack these skills (1)
Greater pressure on basic amenities (1) health dangers (1)
Greater pressure on housing (1) demand exceeds supply (1)
Wages kept artificially low (1) migrants prepared to work for less money (1)
Increased crime (1)
More unemployment (1) more informal jobs (1) (1 + 1) x 2 =**[4]**

(c) **(i)** Credit one elaborated statement and one simple or three simple points.
Examples:
Greater checks on cross border movement (1) Migrants will not possess cards (1) Automated checking at border crossing (1) Illegal migrants cannot get work/benefits without the card (1) Easy police checking at all times (1) Deters illegal immigration (1) hard to forge (1)
1 + (1 + 1) or 3 x 1 = **[3]**

(ii) Credit two simple responses and their elaboration for each concern.
Examples:
Too much detail revealed (1) invasion of privacy (1)
Too much control over freedom of movement (1) infringes civil liberties (1)
Have to be carried at all times (1) requires organisation (1)
Cost of introducing the plan (1) reduces amounts for spending on services (1)
Cards can be stolen (1) copies can be made (1) card stolen or lost (1)

(1 + 1) x 2 =**[4]**

(d) **CASE STUDY:**
Population change and how it affects a place. Not just numbers but groups. Could be a LEDC or MEDC city. L2 max if inappropriate example or candidate uses Hong Kong. Generic case studies = Max L2

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **1/2 marks**

Level 2 Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **3/4 marks**

Level 3 Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar **5/6 marks**

Level 4 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.

7/8 marks

Total: [30]

PEOPLE AND PLACE
QUESTION A2: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a)				**3**
(b)(i)				**2**
(ii)	**2**	**3**		
(c)(i)				**1**
(ii)		**2**	**2**	
(d)(i)	**1**			
(ii)	**3**	**3**		
(d)	**4**	**2**	**2**	
TOTAL	**10 (10)**	**10 (10)**	**4(3)**	**6(7)**

2 (a) (i) Credit three simple reference points. Accept distance and direction from a known point for two marks. Must be geographical term.
Examples:
North of M42 (1)
West of M42 (1)
South of Birmingham (1)
South west of Solihull (1)
On Stratford-upon-Avon Canal (1)
1000 mts (1) west of Cheswick Green (1)
North east of Tidbury Green (1)
South east of Major's Green (1) (3 x 1) = **[3]**

(b) (i) Credit rise and its nature. Third mark for accurate reference to figures. No marks for merely listing.
Examples: Dickens Heath population increased (1) steeply/rapidly since 1998 (1) growing from 100 to 1700 (1) or by 1600 people (1) went up constantly (1)

3 x 1 = **[3]**

(ii) Credit either two elaborated statements **or four simple points**.
Examples: Less air pollution (1) so healthier atmosphere (1)
Less noise pollution (1) so more peaceful surroundings (1) less crime (1)
More open space (1) offering recreation opportunities (1)
Near to Birmingham (1) so job opportunities (1)
Chance of bigger house (1) because more open space (1)
4 x 1 or (1 + 1) x 2 = **[4]**

(c) (i) Describes the transition from high to low density **[1]**

(ii) Credit two pieces of evidence and their explanation. Maximum of two marks if no map evidence.
Examples:
Stratford upon Avon Canal (1) would make transport difficult (1)
Area of green belt (1) with planning restrictions (1)
Nature reserve (I) will be protected against development (1)
Expansion land is already defined (I) there is none to the east (I)
(2 x 2) = **[4]**

(d) **(i)** Bottom line, 'land that is **protected** from development' **[1]**

(ii) A maximum of four marks if only advantages or disadvantages are given.
Examples:
Advantages: Already have mains services (1) saves installation costs (1).
Infrastructure is well developed (I) making communications easier (1)
Makes use of derelict land (1) reducing eyesores (1)
Does not take areas of countryside (1) making access to rural recreation easier (1)
Disadvantages:
Building in already crowded area (1) may put off potential purchasers (1)
Building in urban areas (1) increases road congestion (1)
Removal of toxic waste (1) Adds to cost (1)

3 x (1+1) **= [6]**

(D) CASE STUDY: A planning issue

Could be anywhere in the World. LEDC or MEDC, can be planned or already built – accept London Olympics, can be at any level, small or large. L2 max if they use inappropriate example or try to use Dickens Heath. L3 max if they fail to refer to different groups of people.

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **1/2 marks**

Level 2 Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **3/4 marks**

Level 3 Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar **5/6 marks**

Level 4 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **7/8 marks**

Total: [30]

WATER, LAND FORMS AND PEOPLE
QUESTION B3: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
-Ca)(i)	**1**			
(H)			**1**	**2**
(iii)		**2**	**1**	**1**
(b)(i)	**1**			
(H)				**2**
(Hi)	**2**	**2**		
(c)(i)				**1**
(H)	**2**	**4**		
(d)	**4**	**2**	**2**	
TOTAL	**10 (0)**	**10 (0)**	**4 (3)**	**6(7)**

3 (a) (i) Credit a valid comparative statement. **[1]**

(ii) Credit valid description expressed in terms of flows and stores.
Max of 2 if only one way.
Examples: Falling water is intercepted by the trees (1) and some flows in rivers/streams/over the land as surface runoff (1). It is then stored in the sea (1) other stores include rocks (1) lake (1) vegetation (1)
A similar sequence for groundwater flow. **[3]**

(iii) Credit three simple, one simple and one elaborate or one wholly elaborated statement. Credit only effects on the water cycle.

Examples:
stored water will have a greater surface area (1) so evaporation will be increased (1) The flow of water downstream will be reduced (1) resulting in a narrower river (1) and lower discharge rates (1) The surface area covered by water is increased (1) so infiltration rates will increase (1)
3 x 1 or 1 +(2 + 1) or 1 + 1 + 1 = **[3]**

(b) (i) Credit any response that relates to precipitation being received that is significantly less than usual for the area
Do not accept less water/less rain **[1]**

(ii) Credit two valid descriptive points. Allow only one mark for merely listing the four likeliest areas. Examples:
The areas most likely to suffer from drought are in the extreme north (1) and south (1) of the country. Around the edges (1) The greatest likelihood of drought is in the south-west (1) Fewer drought orders in east (1) (2 x 1) = **[2]**

(iii) Credit two statements and their elaboration. Accept reference to unqualified lowering of quality of life once. This question does not specifically ask about MEDCs so LEDC responses are acceptable. Examples:
Water is not available to drink/ cook (1) so people will dehydrate/ starve (1) Local water supplies could dry up (1) so people would have to travel for water (1) reducing time for other activities (1) Lack of available tap water(1) so buy bottled water (1) reduces budget for other purchases (1) Workplaces unable to function (1) so people on short time working (1) so wages lower (1)
Crops die (1) water prices increase (1) people not able to water gardens (1)/golf courses (1)
(1 x 1) x 2 = **[4]**

(c) **(i)** Credit a general trend of lowering/ improvement (1) and the use of accurate figures to illustrate the trend (1) 29% in 1993, 23% in 2003 (2 x 1) = **[2]**

(ii) Credit simple statements and their elaboration. Allow a maximum of two statements for either 'companies' or 'consumers' and a maximum of three marks if no elaboration. Max of 4 if only one group.
Short and long term measures

Examples:
Companies:
Limiting the use of water (1) by hosepipe ban (1) by rationing water by time supplied (1) reduced pressure (1) Taking water to affected areas (1) using tankers (1) running TV campaigns (1) investment in reservoirs (1)
Consumers:
Cleaning teeth with water in a glass (1) avoids wasting running water (1) Placing a brick/water hippo in the cistern (1) reducing the amount of water consumed each flush (1) Taking showers rather than baths (1) as each shower uses less water (1) Bathing with a friend (1) reduces the number of baths (1)Washing car/ water garden less frequently (1) reduces water loss (1)
(1 + 1) x 3 = **[6]**

(d) **CASE STUDY**: **A place that has been affected by flooding**.

Could be LEDC or MEDC. Max L2 if inappropriate example. L3 max if only describe effects on people or the environment or at an inappropriate scale, e.g. whole continent. Allow S.E. Asian Tsunami and Hurricane Katrina

Levels of response mark scheme. Work upwards from lowest level.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements. **1/2 marks**

Level 2 Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **3/4 marks**

Level 3 Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar **5/6 marks**

Level 4 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **7/8 marks**

Total: [30]

WATER, LAND FORMS AND PEOPLE
QUESTION B4: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)	**1**			
(ii)			**1**	**2**
(iii)		**2**		**2**
(b)(i)				**1**
(ii)	**1**	**1**		
(iii)	**2**	**2**		
(c)(i)				**2**
(ii)	**2**	**3**		
(d)	**4**	**2**	**2**	
TOTAL	**10 (10)**	**10 (10)**	**3(3)**	**7(7)**

4 **(a)** **(i)** Credit a spit. (1) **[1]**

(ii) Credit either three simple pieces of evidence or one simple and one elaborated. Examples:
Evidence of buildings/settlements/towns (1) suggest that this a fairly heavily populated area (1) Many roads (1) suggesting built up area (1) Harbour (1) in the shelter of the spit (1) fishing (1) tourism (1) (1 x 3) = **[3]**

(iii) Credit each valid explanatory point. Ensure that full credit is given to explanation made **diagrammatically** (1). Allow a maximum of **three marks** if there is only a general explanation of spit formation. Examples: Long shore drift carries sand (1). The direction is controlled by the prevailing wind direction (1). The swash carries sand up the beach at an angle (1) the backwash is at right angles (1). In open sea the effect of long shore drift lessens (1) and the spit curves towards the shore (1) caused by wind direction (1)
(1 x 4) or (1 + 1) x 2 = **[4]**

(b) **(i)** Credit any valid response that related to coastal management. Must be in photo. Examples Groynes (1) have been built to stop long shore drift (1) trap sand (1) tourist resort built (1) beach screened by trees (1) camping area provided(1) **[1]**

(ii) Credit one effect and its elaboration.

Examples:
It may starve the coast downdrift of the groyne of sand (1) accelerating erosion rates here/making it more prone to flooding(1) By changing the beach structure it alters marine habitats (1) endangering species (1)
Litter pollution (1) noise pollution (1) traffic congestion (1) sewage increase (1)
Beach erosion therefore tourism reduced (1) (1+ 1) = **[2]**

(iii) Credit two simple statements and their elaboration. Examples:

Trapped sand will build up beaches (1) encouraging greater tourist numbers (1) Sand will build up behind the groynes to create a steep beach (1) this will help prevent coastal erosion (1) coastal flooding(1)
jobs created (1) increased income (1) improved quality of life (1)
(1 + 1) x 2 =**[4]**

(c) **(i)** Credit either two simple or one elaborated piece of evidence.

Examples:

The area is heavily used in summer (1) visitor numbers could cause footpath erosion (1) Stay away from cliffs and other unstable areas (1) visitors could cause cliff erosion (1) problem of litter pollution (1) (2 x 1) or (1 + 1) = **[2]**

(ii) Credit simple statements and their elaboration. Allow a maximum of three marks for simple statements. Could be generic or specific to a particular landform. Can be both landforms.
Must be linked to sustainability not hard engineering.
Need not mention a specific landform.

Examples:

Create honey pot sites (1) to polarise visitors and reduce damage elsewhere (1) Close popular areas on a rota system (1) to allow regeneration (1) Charge admission to sensitive areas (1) to reduce numbers (1) to help pay for protection measures (1)Set up visitor centres (1) to educate people in care of the environment (1) management of sand dunes (1) (1 + 1) x 2 + (1) = **[5]**

(d) CASE STUDY: A river landform

Inappropriate example = Max L2
Levels of response mark scheme. Work upwards from lowest level.
A spit is inappropriate, if used must be something new.

Level 1	Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.	**1/2 marks**
Level 2	Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar.	**3/4 marks**
Level 3	Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar.	**5/6 marks**
Level 4	Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy.	**7/8 marks**

Total: [30]

PEOPLE, WORK AND DEVELOPMENT
QUESTION C5: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a) (i)				**2**
(ii)			**1**	**1**
(b)(i)	**2**	**2**		
(ii)		**2**		
(c)(i)		**1**		**1**
(ii)	**1**	**1**		
(d)(i)				**2**
(ii)	**1**			
(iii)	**2**	**2**	**1**	
(iv)	**4**	**2**	**2**	
TOTAL	**10 (10)**	**10 (10)**	**4(3)**	**6(7)**

5 (a) (i) Credit two simple reference points. Must be in geographical terms. Examples:

In South East Africa (1)
In Southern Hemisphere/south of Equator (1)
On East coast of Africa (1)
Tropic of Capricorn runs through country (1)

(2 x 1) = **[2]**

(ii) Credit one simple disadvantage and its elaboration. Examples:

Large distance from EU (1) takes long time (1) costs increase (1)
Cost of transport very expensive (1) due to great distance involved (1)

(1 + 1) = **[2]**

(b) (i) Credit two simple reasons and their elaboration.
Examples: To protect trade
in the EU (1) so that they are competitive (1) to protect EU farming communities (1) allows sugar beet production in the EU (1) makes sure exports to other countries are cheap (1) boosting exports (1)
reduces need for imports (1) (1 + 1) x 2 = **[4]**

(ii) Might agree or disagree. Award marks only for the justification of the decision. Accept either two simple or one elaborated statement. Examples:

Agree: Failure to subsidise will reduce home sugar sales (1) so raising unemployment (1)
Subsidies protect home industry (1) from competition (1)

Disagree: Subsidies block imports from LEDCs (1) slowing their development (1)
Subsidies encourage overproduction (1) creating unwanted sugar (1)
Keeps sugar artificially expensive (1)

2 x 1 or 1 + 1 = **[2]**

(c) **(i)** Credit two simple or one elaborated statement. Examples:

Keeps LEDC countries poor (1) LEDC countries find it difficult to trade with EU (1) cannot compete on a level playing field (1) LEDC countries forced to produce at a loss (1) lack of income for LEDC (1) prevents development (1)

(2x1) or 1+1 = **[2]**

(ii) Credit a simple response and its elaboration.

Examples:

Lack of investment (1) leads to poorer health care (1) increased poverty (1) fewer opportunities for education (1) lack of new facilities (1) poor infrastructure (1) little capital investment (1)

(1 + 1) = **[2]**

(d) **(i)** Credit one mark for the recognition that MEDCs gain much more money than LEDCs and the second for the accurate use of figures
LEDCs take 27% (1) MEDCs take 73% (1) 2 x1 = **[2]**

(ii) Credit any response that recognises greater equality between LEDCs as producers and MEDCs as recipients of the products. Allow fair price. **[1]**

(iii) Credit either a logical continuum or one simple plus two elaborated statements for five marks. A maximum of three marks if only simple unrelated statements.

Examples:

Fair trade results in more money in the country (1): this increases individual wealth (1) people can afford a better diet (1) leading to better health (1) greater ability to work (1) increasing wealth (1) this increases increased taxes/more public money (1) leads to better schools/education (1) increases the country's skills base (1) attracts more outside investment (1) increases exports (1)

(1 + 1 + 1 + 1 + 1) or 1 + (1 + 1) x 2 = [**5]**

(e) **CASE STUDY: A country that has received Aid**

Levels of response mark scheme. Work upwards from lowest level. Regional examples are acceptable.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.
1/2 marks

Level 2 Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **3/4 marks**

Level 3 Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar
5/6 marks

Level 4 Appropriate choice of case study applied very well. Provides a

balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **7/8 marks**

PEOPLE, WORK AND DEVELOPMENT
QUESTION C6: Higher Tier Mark Scheme

	Knowledge	Understanding	Application	Skills
(a)(i)				**2**
(ii)		**1**		**1**
(iii)	**1**	**1**	**1**	
(b)(i)		**1**		**1**
(ii)	**1**	**1**		
(iii)	**2**	**2**		
(c)(i)				**3**
(ii)	**2**	**2**		
(d)	**4**	**2**	**2**	
TOTAL	**10 (10)**	**10 (10)**	**3(3)**	**7(7)**

6 **(a)** **(i)** Credit one mark for qualitative statements, e.g. rise and its rate and a second mark for accurate and relevant use of figures
Must use gigawatts
Started at 280 (1) rose to 400 (1) increase of 120 (1) (1 + 1) = **[2]**

(ii) Credit comparative statements. They might relate to the lower level use of coal throughout the entire period or to the rise of nuclear power and the decline of coal. Can use figures.
If no comparison – max 1 (1 + 1) = **[2]**

(iii) Accept either three simple reasons or one elaborated statement. Responses could relate to either economic or environmental factors, e.g.
All accessible coal has already been mined (1) pushing up costs of production (1)
Little coal remains to be mined (1) so what remains commands a higher price (1)
Pressure groups concern about acid rain/global warming (1) has forced the government to reconsider sources of fuel (1)
Less emissions by nuclear power (1) safer for atmosphere (1)
1 + 1 + 1 or 1 + (1 + 1) = **[3]**

(b) **(i)** Credit only elaboration of each reason (the 'so element), e.g.
Nuclear power now provides 80% of the country's power needs: so reduced demand for coal in power stations and less demand from the mines (1)
Heavy industry has declined in recent years: so the use of coal as a fuel in factories has also reduced causing lower demand (1)
Only deep coal so expensive to extract (1)
Cannot repeat a(iii) (1 + 1) = **[2]**

(ii) A downward spiral of events (1) following decreased investment in an area (1) or the same idea expressed in simpler terms
Can be 2 simple statements e.g. factories close people lose jobs (1) area lacks money so shops close (1) 1 + 1 = **[2]**

(iii) Credit either four simple unconnected effects or a linked continuum. A maximum of three marks for only former miners or their families.

Examples:

Harder for miners to find work (1) Less disposable family income (1) so people less to spend on entertainment (1) and children cannot afford fashionable clothes resulting in stigma/bullying (1). Depression of the former wage earner (1) and potential family break up (1).
Alternatively: People (families) leave the area in search of work (1) causing family separation (1) families to move away from friends/relatives (1) with resulting negative psychological effects (1)
More leisure (1) environmentally cleaner (1) grants available to improve area (1)
Can be any country but must emphasise cost and distance.

(4 x 1) or (1 + 1 + 1 + 1) = **[4]**

(c) (i) To attract all three marks the answer must make a qualitative statement regarding accessibility to places outside France. Good, bad and middling are equally acceptable providing they are backed by valid evidence, e.g. by motorways (1)
Good: It is readily accessible from Belgium (1) providing a direct link for Britons arriving in Calais by ferry/Eurotunnel (1) next to motorway (1)
Bad: It is over 50 kms from the Belgian border (1) and 80 kms from Calais for people travelling from England (1) 100kms from Lille (1) so train expensive (1) ferries expensive (1) tolls on motorways expensive (1) 1 + 1 + 1 = **[3]**

(ii) Credit a maximum of three marks for reference to only the economy or the environment. Allow credit for elaborated statements, e.g.
Economy: Has created employment opportunities (1) so that more people can afford to spend in the local area (1). This will create more jobs in shops and services (1). More tax will be paid (1) allowing more to be spent by the council on local services (1);
Environment: Has redeveloped a derelict environment (1) to make it scenically more attractive (1) by landscaping coal waste heaps (1) and constructing new buildings to replace mine workings (1)
` Negatives allowed – more cars (1) air pollution (1) noise pollution (1)

2 x (1 + 1) = **[4]**

(d) CASE STUDY: A location where a Multi-National Company (MNC) has created employment opportunities.

Levels of response mark scheme. Work upwards from lowest level. Max L3 if location or company not named. Max L3 if only direct.

Level 1 Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements.
1/2 marks

Level 2 Choice of case study applied well. Gives descriptive points in more detail but little explanation. Communication begins to show structure with occasional use of specialist terms. Sentences show some coherence but occasional errors in spelling, punctuation and grammar. **3/4 marks**

Level 3 Appropriate choice of case study applied well. Provides a balanced account which gives descriptive detailed points with some explanation. Communication has structure with some use of specialist terms. Coherent sentences with few errors in spelling, punctuation and grammar
5/6 marks

Level 4 Appropriate choice of case study applied very well. Provides a balanced account which includes specific description and explanation. Communication is logical and includes specialist terms. Spelling, punctuation and grammar have considerable accuracy. **7/8 marks**

Total: [30]

Mark Scheme 1987/03
June 2006

This paper looks at a development that could cause damage to an ecosystem in Northern Ireland. The paper is in three parts:

		Marks
Part A	looks at the climate and an ecosystem in the Ballymoney area of Northern Ireland.	20
Part B	looks at the possible effects of a proposal to develop an open cast mine extracting lignite (brown coal) from the area. It also looks at alternative energy sources.	20
Part C	looks at the area once mining has finished and asks you to decide whether or not the mine should be developed.	20
	Total marks	**60**

Part A

You are advised to spend about 25 minutes on this part.

This part looks at the climate and an ecosystem in the Ballymoney area of Northern Ireland.

(a) Study Map 1 in the Resource Booklet. It shows the location of Ballymoney. Complete the following passage by circling the correct answers.

"Ballymoney is in Northern Ireland. It is about *60* kilometres to the *north-west* of Belfast,

the capital city 2x1 **[2]**

(b) Look at the graph on the opposite page. It shows climate in the Ballymoney area.

(i) Complete the temperature graph using the following figure:

July temperature = 15 °C. **[1]**

Credit correct completion. The line must be drawn.

(ii) Describe the rainfall pattern in the Ballymoney area. Refer to figures from the graph.

One mark for simple statements of rise and fall. One mark for elaboration of these.
One mark for the accurate use of figures.
Responses must relate to whole year for full marks.
One mark maximum for listing.

3x1 **[3]**

(iii) Much rain in Northern Ireland falls as relief rainfall. Use information from Map 1 in the separate Resource Booklet to help explain how this relief rainfall occurs. Use some of the following words to complete the passage below.

Sperrin Mountains / Bann Valley / north-easterly / south-westerly / condenses / evaporates / heats / cools

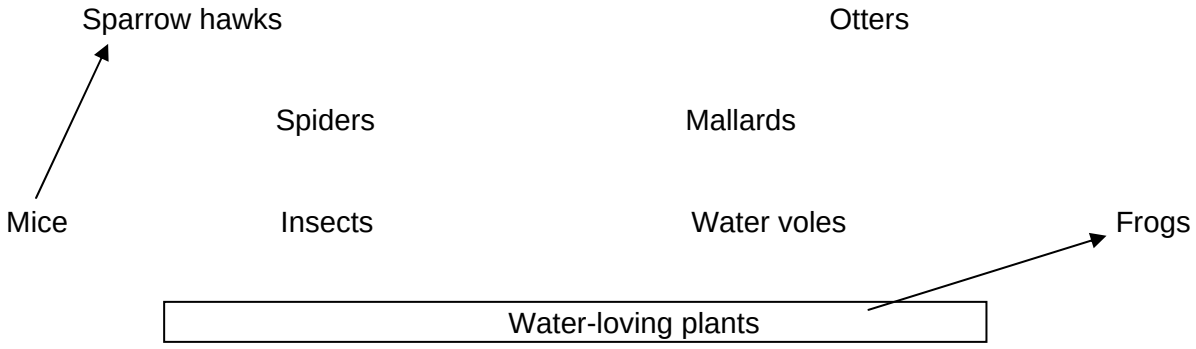
"The prevailing *south-westerly* wind carries moist air across Northern Ireland.

It is forced to rise over the *Sperrin Mountains*. As it does so it *cools*.

Water vapour *condenses* to produce water droplets to give cloud and rain in the

area." 4x1 **[4]**

(c) Study the web below. It is a food web for Garry Bog.
Garry Bog is located in grid squares 9330 and 9329 on Map 2 in the Resource Booklet.



(i) Complete the web by adding arrows to show the following information:

frogs eat water loving plants
sparrow hawks eat mice

One mark for each correct arrow. The arrow head must be present and pointing in the correct direction. See diagram above.

2x1 **[2]**

(ii) Give one example of a herbivore and a carnivore from this food web.

One example of a herbivore is *water vole, frog, insect, mice.*

One example of a carnivore is *sparrowhawk, spider, otter.*

Credit each correct completion. Do not accept omnivores for either.

2x1 **[2]**

(iii) Explain how year round rainfall is important to this food web.

Credit a simple statement and its elaboration. Examples:
Producers in the food web are water loving plants [1] so without regular rainfall they will die [1] / the web will not survive [1]

1+1 **[2]**

(iv) Lowering the water table (level of saturated rocks) may kill water-loving plants.
Explain what other changes might take place in this food web if the water table was lowered.
Refer to specific animals and plants in your answer.

For full marks we are looking for a continuum in which the knock on effect of removing the producers is developed. The continuum commences following the death of plants. Credit a maximum of two marks if the candidate does not refer to specific animals and plants from this web.
Example:
Mice/insects/water voles/frogs rely on water-loving plants to survive (1) this will mean mice/insects/water voles/frogs will die (1) move away (1) causing sparrow hawks/spiders/mallards/otters to die (1) move away (1). The food web will be destroyed (1)

Don't credit non specific reference to elements being 'affected'.

4x1 **[4]**

Total mark 20

End of Part A

Part B

You are advised to spend about 20 minutes on this part.

This part looks at the effects of a proposal to develop an open cast mine extracting lignite (brown coal) from the area. It also looks at alternative energy sources.

(a) Study Map 2 in the separate Resource Booklet. This is also shown in Photo 1 in the separate Resource Booklet. Its shows the area of lignite that may be mined.

(i) Estimate in square kilometres the area that may be mined.
Circle the correct answer.

[1]

The area that may be mined is *7* square kilometres.

(ii) What is the shortest distance between Garry Bog and the area that may be mined?

The shortest distance is *2.8 – 3.2* kilometres.
Credit correct completion within the parameters.

In (iii) and (iv) answers must derive directly from map evidence.

(iii) Use map evidence to explain how the mining may affect people's lives.

Credit either two simple or one elaborated effect.
Examples: Villages/hamlets like Breckagh Bridge/Ballaghmore/Kirkhills will be destroyed (1) causing people to move (1). The B15/minor roads will be broken (1) lengthening journeys (1)

2x1 or 1+1 **[2]**

(iv) Use map evidence to explain how the mining may affect local rivers.

Credit either two simple or one elaborated effect.
Examples: The Breckagh Burn/Greenshields river will disappear (1) so the water will drain into the mine (1) Less water will flow into the Ballymoney river (1) reducing its discharge (1).

2x1 or 1+1 **[2]**

(b) The lignite will be burned to generate electricity. Study Graph One in the Resouce Booklet. Its shows predicted electricity supply and demand for the whole of Ireland.

(i) Look at the statements below. One correct statement has been ticked.
Put a tick (✓) in the box next to the other two correct statements.
Credit one mark for each correct tick.

Statement	Tick (✓)
Electricity supply and demand were the same in 2001	✓
The widest gap between predicted supply and demand is in 2015	✓
Electricity supply will rise steadily between 2001 and 2015	
Electricity supply is greater than demand for four years	✓
Electricity demand is predicted to drop steadily between 2001 and 2015	

[2]

(ii) Lignite is a fossil fuel. Underline the correct completion to describe a fossil fuel.

A fossil fuel is an *organic material used for heat.* **[1]**

(iii) Burning fossil fuels adds to the effects of acid rain and global warming.
Explain the effects on the *environment* of either acid rain or global warming.
Identify the first element of elaboration with (e)
To explain there must be some degree of elaboration. Credit of maximum of three marks for description only. Examples:
<u>Acid rain:</u> destroys forests (1) because it kills the trees (1). Makes lakes lifeless (1) because the water becomes too acid for living (1). Killing plants (1)and animals (1) It attacks buildings (1) causing them to weather/rot (1)
<u>Global warming:</u> rise in air temperatures(1) melt ice caps (1) water level rises (1) many coastal areas are at risk from flooding (1) resulting in invasion of fresh water ecosystems by salt water (1). and death of plants and animals (1)/resulting in disappearance of islands (1) coastal erosion (1) shift in ocean currents (1) specific impact on food production(1) specific impact on weather/climate change (1)
2(1+1) or 3x1+1 **[4]**

(c) Look at Photographs 3 and 4 in the separate Resource Booklet. They show two renewable sources of energy.

(i) What is meant by a renewable source of energy?

Credit a simple statement. Bottom line of 'doesn't run out'.
No credit for exemplification.

[1]

(ii) Complete the following sentences and give two disadvantages of using renewable sources of energy to meet Ireland's future energy demand.

Disadvantage 1: *accept any reference to visual pollution. (1)*

Disadvantage 2: *accept any reference to little electricity produced. (1)or can't use the sun (1)*

1+1 **[2]**

(iii) **Suggest advantages** of using renewable sources of energy to meet Ireland's future energy demands.

Statements may be general or relate to specific renewable resources and not necessarily those in the photographs. Examples:
Ireland has plenty of wind (1)as its next to the Atlantic Ocean (1). There are many areas of mountains/hills (1) ideal for wind farms (1).
No (specific) gases produced (1) so less acid rain (1)
No/fewer greenhouse gases given off (1) so less global warming (1) The sources are cheap to <u>run</u> (1). Renewable sources will be available in the future (1)

4x1 or 2x2 or (1+1+1) +1 **[4]**

Total mark 20

End of Part B

Part C

You are advised to spend about 45 minutes on this part.

This part looks at the area once mining has finished and asks you to decide whether or not the mine should be developed.

(a) Mining is expected to take place for 30 years. Study Sketches 1 and 2 in the separate Resource Booklet.

(i) Describe the area in Sketch 1. It shows what the area is like now.

Credit only <u>description</u> of the sketch. Examples:

Almost flat land/undulating (1) railway line (1) isolated/few buildings (1) mainly grass (1) a few trees (1) hedges (1) fields (1)

2x1 **[2]**

(ii) Sketch 2 shows what the area may be like when mining has finished.
Explain one good effect the changes are likely to have on the local environment.

Credit one elaborated statement. Do not accept references to effects on people.
Identify the elaborated element with (e)
Examples:
Creation of a new lake (1) will produce a new wetland ecosystem (1). A new wooded hill (1) will create a new forest ecosystem (1). A new hill/lake (1) will make the environment more varied (1)

1+1 **[2]**

(iii) Explain one bad effect changes are likely to have on the local environment.

Credit one elaborated statement. Do not accept references to effects on people.
Identify the elaborated element with (e)
Examples:
It is not being returned to its original state (1) so destroyed ecosystems/habitats will not return (1). There is a new hill (1) which will change drainage patterns (1). Some drainage will be towards the lake (1) so original water/stream flow will not be returned (1) car parks/buildings (1)will increase surface runoff (1) changed drainage patterns (1) specified pollution (1)and its effects (1)

1+1 **[2]**

(iv) Are the changes likely to have a good or bad affect on the local people?
Circle and explain you choice.

The choice may be either good or bad. Credit as elaboration the consideration of a balanced view. Credit three simple, one simple and one elaborated or one fully elaborated statement that is consistent with the choice.
Examples:
Good: The lake will provide leisure opportunities (1) as people can fish there (1) sail there (10. The wooded hill provides leisure opportunities (1) for picnics (1) for walking (1) The scenery is more varied/interesting than it used to be (1). As some farmland will not be returned to its original state (1) farmers will receive more compensation (1)
Specified employment opportunities (1).
Bad: Some farmland will not be returned to its former state (1) so less land to farm (1) means less profits (1). A new hill (1) will spoil views for some people (1). A deep lake (1) will be a danger to local children (1). It will attract visitors (1) who may drop litter (1)

3x1 or (1+1)+1 or 1+1+1 **[3]**

(b) Your task is to advise Northern Ireland as to whether it should allow the mine to be developed.

You have two choices: to support or to reject the mine. To do so you must consider both its good and bad points.

To support the mine, you must be convinced that, on *balance*, the mine:

- is good for the local environment
- is good for the wider environment
- is good for the people of Ballymoney and Ireland in general

To reject the scheme, you must be convinced that, on *balance* the mine:

- is bad for the local environment
- is bad for the wider environment
- is bad for the people of Ballymoney and Ireland in general

Complete the matrix to help plan a letter to the Northern Ireland government. Use information from Factfile 1 in the separate Resource Booklet and other evidence in the Paper and Resource Booklet. You may also bring in ideas of your own. Each box has been started for you.

You are advised to spend about fifteen minutes completing the matrix.

Write a letter……

I have looked at the evidence and come to the conclusion that, on balance, you should support/reject the development of mine.

My reasons are

This section is marked using a levels of response mark scheme.

We are rewarding a candidates for the quality of their answers as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to the choice made.

Candidate responses in the letter and matrix should be marked together. As the degree of integration for a level three response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.

Levels marking should be applied working upwards from the lowest to the highest level. The marks scheme comprises a number of hurdles that must be jumped in order to access marks within a level.

Level One: The candidate's response contains little specific detail about the mine. There is no elaboration beyond that provided directly by the sources. But candidates must indicate if the information provided in the factfile supports (s) or rejects (r) the development of the mine.

(1-4)

Level two: The candidate's response contains some specific detail about the mine and its effects. There is elaboration of ideas beyond that provided directly by the sources. **(5-8)**

Level Three:The candidate presents a letter that considers the needs of people, the local and the wider environment. Both positive and negative viewpoints/impacts are represented and a clearly explained decision made. ***(9-11)***

Marking Procedures

- *Look at the matrix first and apply a levels mark (LI or L2) in the text wherever you judge a statement at that level has been written.*
- *Write a statement at the bottom of the matrix to indicate the overall level so far attained, e.g. low/middle/high Level I/Level 2.*
- *Now mark the letter again by indicating in the text where a contribution to a particular level has been made.*
- *As you are marking the letter, mark the first reference to:*

  - ❑ *the place at which both good and bad points have been discussed with an B*
  - ❑ *"needs of local environment" with an L*
  - ❑ *"needs of the wider environment" with an E*
  - ❑ *"needs of people" with an P*

- *When both matrix and letter has been marked apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective of whether that is in the matrix or letter. Write this as a circled level and mark on the left side of the sheet adjacent to the bracketed mark.*
- *Now judge the letter (or if no letter, the matrix), for quality of written communication. Write its circled level on the left of the sheet next to the circled mark for geographical content.*

  Level 1: The standard of written communication may fall below that required to gain credit.

  Level 2: Information is communicated by brief statements. There is some accuracy of spelling, punctuation and grammar.

  Level 3: Communication is more articulate. There is some accuracy of spelling, punctuation and grammar. Some geographical terms are used with proficiency.

- *If there is a discrepancy between the two marks, make a one mark adjustment for each level difference. Thus, if the geographical content is at Level 1 and the quality of written communication at Level 3 increase by 2 marks. Or if the geographical content is at Level 3 but the quality of written communication at Level 2 decrease by 1 mark.*
- *Write the final mark next to the bracketed [11] on page 14 of the booklet.*
- *Remember that you should apply no ticks when marking this section. Inform your checker of this.*

[11]

Part C Total: [20]

Mark Scheme 1987/04
June 2006

This paper looks at a development that could cause damage to an ecosystem in Northern Ireland. The paper is in three parts;

		Marks
Part A	looks at the climate and an ecosystem in the Ballymoney area of Northern Ireland.	22
Part B	looks at the possible effects of a proposal to develop an open cast mine extracting lignite (brown coal) from the area. It also looks at alternative energy sources.	17
Part C	looks at the area once mining has finished and asks you to decide whether or not the mine should be developed.	21
	Total Marks	**60**

Part A

You are advised to spend about 25 minutes on this part.

This part looks at the climate and an ecosystem in the Ballymoney area of Northern Ireland.

(a) Study Map 1 in the separate Resource Booklet. It shows the location of Ballymoney.
Describe the location of Ballymoney
Examples:
In N. Ireland (1) NW or NNW of Belfast (1) 55/65 kilometres from Belfast (1)
Bann Valley(1)

(2x1) **[2]**

(b) Look at the graph opposite. It shows climate in the Ballymoney area.
Describe the climate in the Ballymoney area.

max. 3 if only temperature or precipitation is described.
Examples:
Temperature: general trend (1) rises from min. Jan/Dec. (1) to max. in July (1)
Always above 4℃ (1) Range of 12 degrees (1)
Precipitation: trend (1) use of figures (1)
Lowest in spring/early Summer (1) Highest in October and January (1)
wettest in autumn(1)

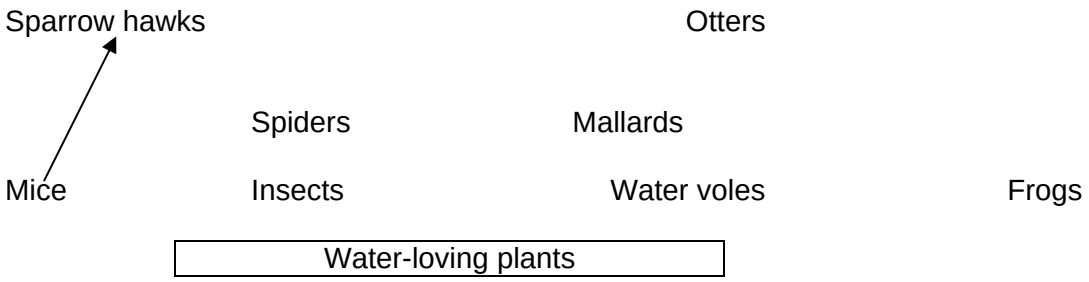
(4x1) **[4]**

(c) Much precipitation in Northern Ireland falls as relief rain. Use information from Map 1 in the separate Resource Booklet to explain how this occurs.

Credit four separate points that combine to explain. Credit diagrams to a maximum of two with additional marks for labels.
Examples:
Water vapour picked up over Atlantic Ocean (1) Prevailing winds rise over the Sperrin mountains (1) air cools (1) and water vapour condenses (1) precipitation falls over the mountains (1)

1+1+1+1 **[4]**

(d) Study the web below. It I a food web for Garry Bog.
Garry Bog is located in grid squares 9330 and 9329 on Map 2 in the Resource Booklet.



(i) Complete the web by adding an arrow to show the following information:

sparrow hawks eat mice

One mark for a correct arrow. The arrow head must be present and pointing in the correct direction. See diagram above. **[1]**

(ii) What is meant by the term carnivore?

A creature that feeds only on flesh/other animals (bottom line) **[1]**

(iii) Describe one food chain from this web.

Correct complete food chain (2) correct but incomplete (1)
Food chains must be sourced from the diagram. **[2]**

(iv) Use information from the climate graph to suggest and explain how the climate is important to this food web.
Max two for simple statements. Max 3 if only one aspect
Credit answers that relate the web to temperature or precipitation. Do not credit continuation of food chain breakdown.
Examples:
Water loving plants need regular rainfall to survive (1)this climate has year round rain(1) Plants need warm temperatures to grow (1) Plants are needed to support the rest of the web (1)
Consumers will not survive if climate causes plants to die (1)

2x(1+1) **[4]**

(v) Explain what changes might take place in this food web if the water table were lowered.

Max. 3 if no specific reference to animals and plants from the web in answer/continuum of losing plants not recognised.
Example:
Lowering the water table will cause the death of water loving plants (1)
this will mean primary consumers (mice/insects etc.) will die (1) or move away (1) causing secondary consumers (sparrow hawks/spiders etc.) to die (1) or move away (1). The food web will break down/be destroyed (1)

(4x1) **[4]**

Total Mark 22

Part B

This part looks at the possible effects of a proposal to develop an open cast mine extracting lignite (brown coal) from the area. This is shown in Photo 1 in the separate Resource Booklet. It also looks at alternative energy sources.

(a) Study Map 2 in the Resource booklet. It shows the area of lignite that may be mined.

(i) Estimate in square kilometres the area of lignite to be mined.

The area of lignite to be mined is *7.0 -8.5 square kilometres.*
Accept within these parameters **[1]**

(ii) Use map evidence to explain how the mining of lignite may affect local settlements
Credit Stem + elaboration. Max one if no map evidence present.
Allow positives and negatives.
Max 1 for no map evidence. Could be grid references.
Examples:
Villages like Breckagh Bridge/Kirkhills/Ballaghmore will be destroyed (1) causing people to move (1) Settlements like Gledhill House will have poorer communications (1) as the B15 road is cut (1)

2x1 or (1+1) **[2]**

(iii) Use map evidence to explain how the mining of lignite may affect local rivers.
Credit Effect + map evidence or two effects.
Max 1 for no map evidence. Could be grid references.
Examples:
The named river may alter course or be diverted(1) so may dry up downstream(1) cause flooding elsewhere(1)
Water will become polluted (1) killing fish(1) reducing biodiversity (1)

2x1 or (1+1) **[2]**

(b) Study Graph 1 in the separate Resource Booklet. It shows actual and predicted electricity supply and demand for the whole of Ireland.

(i) Use evidence from the graph to compare the electricity supply and demand for the whole of Ireland between 2001 and 2015.
Each statement must include a comparison. Max. 2 if no evidence from graph.
.
Basic pattern of:
supply exceeds demand(1) then demand exceeds supply(1) plus (1) for data (Can be dates or figures)
Examples:
Demand increases throughout whereas supply does not (1) until 2007 (1)
Supply exceeds demand until 2005 (2)
Demand rises by 4700 mw but supply only increases by 1400 mw (1)
Equal in 2001(1)

[3]

(ii) Burning the fossil fuels adds to the effects of acid rain and global warming. Explain the effects on the environment of either acid rain or global warming.

Ignore circling. Key to look for effect on the environment only not process. If both sources written about credit best one..
Credit either simple or elaborated statements
Examples:
Acid rain falls on the land destroying forests(1) lakes (1) buildings(1)
Increase in greenhouse gases causes the atmosphere to warm up leading to melting ice caps (1) and flooding of low lying lands by the sea (1)

(1+1)+1 or 3x1 **[3]**

(c) Some people think that Ireland's future energy demands might be met through using renewable sources of energy. Two of these sources are shown in Photographs 3 and 4 in the Resource Booklet.

Suggest how using each of these renewable sources of energy could have both advantages and disadvantages.

No double credit for repetition.
Max 4 if only one source considered.
Max. 4 if only advantages or disadvantages are given.
Annotate with e for elaboration on bracket.
Examples:
Advantages: Emissions not created (1) so no air pollution (1) Land not affected (1) so farming/housing not affected (1)
Cheaper to operate (1) so reduces electricity costs to customers (1)
Disadvantages: Wind farms are usually on hills (1) so cause visual pollution (1) local people will be unhappy (1) may cause noise disruption (1)
Renewable technology is still developing (1) so may not be able to meet demand (1)

[6]

Total Mark 17

Part C

You are advised to spend 45 minutes on this part.

This part looks at the area once mining has finished and asks you to decide whether or not the mine should be developed.

(a) Mining is expected to take place for 30 years. Study Sketches 1 and 2 in the separate Resource Booklet.

The mining company intends to manage the area to create a sustainable environment.

(i) What is meant by the term 'sustainable environment'.

An environment that has been used in such a way that it is being preserved for use in the future. (bottom line credit understanding of concept) **[1]**

(ii) Use evidence from the sketches to suggest how the changes may enable the environment to be managed in a sustainable way.
Key: How have the characteristics of the area been maintained after the closure of the mine?
Max 2 for simple statements
Examples:
Creation of a new lake encouraging the development of a new wetland ecosystem (1)providing a non-polluting activity(1)
A new wooded hill encouraging the development of a new woodland ecosystem (1)
The area will blend with the remaining area (1) maintaining Northern Ireland's natural habitats (1)

(2+1) **[3]**

(iii) Explain ways in which this management may have both advantages and disadvantages for the local population.
Max. 3 for simple statements.
Max. 3 if only advantages or disadvantages are given. Ensure crediting only after mining and in area of OS map.
Advantages:
Lake will provide leisure opportunities (1) so people can fish/learn water sports (1)
Wooded hill will provide leisure opportunities (1) for picnics/walking/dog walking (1)
Scenery is more attractive/varied/pleasing (1) so people feel happier (1)
Some farms may not be returned to original state (1) farmers will receive compensation (1) will be able to start a less harsh life/new farm (1)
Disadvantages:
Some farms may not be returned to original state (1) so less land to farm (1) less profit (1) farmers may be unable to continue farming (1).
Hill may spoil original views (1) people angry/unhappy (1)

1+1+1, 2x(1+1)
[4]

(b) Your task is to advise Northern Ireland as to whether it should allow the mine to be developed.

You have two choices: to support or reject the mine. To do so you must consider both its advantages and disadvantages.

To support the mine, you must be convinced that, *on balance,* the scheme:

- supports the sustainable development of the local environment
- is good for the wider environment
- is good for the people of Ballymoney and Ireland in general

- *To reject the scheme,* you must be convinced that, *on balance*, the scheme:
- is bad for the local environment
- is bad for the wider environment
- is bad for the people of Ballymoney and Ireland in general

Complete the matrix on the next page to help play your report. Use information from Factfile 1 in the separate Resource Booklet and other evidence from the Resource Booklet. You may also bring in ideas of your own. Each column has been started for you.

You are advised to spend 15 minutes completing the matrix.

Write a letter…..

Remember to justify the choice that you have recommended.

Marking Procedures

- *Write a statement at the bottom of the matrix to indicate the overall level so far attained, e.g. low/middle/high Level 1. Low will have no elaboration while High will have much relevant elaboration.*

- *Now mark the letter by, again indicating in the text where a contribution to a particular level has been made. e.g. L1+, L3-*

- As you are marking the letter, mark the first reference to:

  - *the place at which both good and bad points have been discussed* *with a B*
  - *"needs of local environment"* *with an L*
  - *"needs of the wider environment"* *with a W*
  - *"needs of people, local and national"* *with a P*

- *When both matrix and report have been marked apply a final mark that reflects the position of the candidate within the highest level attained for geographical content, irrespective of whether that is in the matrix or letter. Write this as a circled level and mark on the left side of the sheet adjacent to the bracketed mark.*

- *Now judge the report (or if no report, the matrix) for quality of written communication. Write its circled level on the left of the sheet next to the circled mark for geographical content.*

This section is marked using a levels of response mark scheme.

We are rewarding candidates for the quality of their answers as opposed to merely crediting the number of responses they make. There is no correct choice. Marks are awarded for the statements made in relation to their choice of strategy.
Candidate responses in the matrix and report should be marked together. The level of linkage required for levels Two and Three means that candidates who do not complete the report will only be able to achieve within Level One.

Levels marking should be applied working upwards from the lowest to the highest level.

Level One: *The candidate presents a response that is mainly descriptive. In the upper range there is elaboration beyond that provided directly by the sources.* *(1-5)*

Level Two: *The candidate presents a report where evidence is used to provide arguments both for and against the development. Links between the development, the needs of the environment and the people are clearly explained. Justification of their choice is present.* *(6-9)*

Level Three: *The candidate presents a report that considers the needs of people and the local and wider environment. A range of both positive and negative viewpoints is represented and they are clearly linked to the issues concerned with the development. There is an overall view of the situation. Their justification offers some level of sophistication and an awareness of ways in which their chosen strategy is sustainable.* *(10-13)*

Quality of Written Communication

Level 1: *Information is communicated through brief statements. There is some accuracy of spelling, punctuation and grammar.*

Level 2: *Communication may be verbose or illogical. A limited number of specialist terms are used. There is some accuracy of spelling, punctuation and grammar.*

Level 3: *The written style contains a suitable structure. There is a range of specialist terms and spelling, punctuation and grammar show a high level of accuracy.*

- *If there is a discrepancy between the two marks, make a one mark adjustment for each level difference. Thus, if the geographical content is at Level 1 and the quality of written communication at Level 3 increase by 2 marks. Or if the geographical content is at Level 3 but the quality or written communications at Level 2 decrease by 1 mark.*

- *Write the final mark next to the bracketed [13] on page 14 of the booklet.*

- *Remember that you should apply no ticks when marking this session. Inform your checker of this.* **[13]**

QWC	*Geography*
L3	L3
	11
	(18)

Mark Scheme 3987/03
June 2006

Where people live

	Knowledge	Understanding	Application	Skills
a)i	1	1		1
a)ii	1	1		
a)iii	1	1		
a)iv		1	1	
b)i		1	2	
b)ii	1	1		
c)i				1
c)ii				1
c)iii		1	1	
c)iv	2			
Total	**6**	**7**	**4**	**3**

1 a) i)

CBD	3
Inner City	1
Suburbs	2

(3)

ii) Air/noise/visual pollution, congestion, traffic jams, accidents (2 x 1) (2)

iii) Park and Ride – cars are parked in car parks away from the CBD
Pedestrianisation – cars are banned from the city centre (2 x 1) (2)

iv) One mark for relevant good aspect/one for bad aspect (2 x 1)
Not like public transport
Pollution must be qualified can have 2 types. (2)

b) i) Jewellery, lower, old terraced housing (3 x 1) (3)

ii) Valid advantage (1) Disadvantage (1) (2)

c) i) Correct plot (1) (1)

ii) LEDC (1)
No jobs, lack/no money (1)

iii) Poor food, lack of work, lack of schools, famine, disease etc (2 x 1) (2)

iv) Fall (1) Remain the same (1) (2)

Total: (20)

People and their environments

	Knowledge	Understanding	Application	Skills
a)i	2			
a)ii	1			1
a)iii		1	1	
b)i				1
b)ii				3
b)iii	2	1		
c)i				1
c)ii				1
c)iii		1		
d)i				1
d)ii		1		
d)iii	1		1	
Total	**6**	**4**	**2**	**8**

2 a) i) Temperature – thermometer, Rainfall – rain gauge, wind direction – wind vane, 1-2 correct = 1 mark, 3 correct = 2 marks (2)

ii) 1 – slippery roads
2 – high winds
3 – fog 1-2 correct = 1 mark, 3 correct = 2 marks
Can have any weather hazard (2)

iii) 1 mark for each correct effect (1 x 2)
cannot have 2 x accidents
ice = make roads slippery/accidents
fog = so they cannot see (2)

b) i) Correct plot 1 mark (1)

ii) 240 (1) July (1) -5(1) (3)

iii) Evaporation/Transpiration (1) Precipitation (1) condensation (1) (3)

c) i) Bangladesh (1) (1)

ii) Kenya (1) (1)

iii) Diseases (1), death (1) no water for crops (1) animals die (1) (1)

d) i) Eroding (1) falling down (1) moving (1) wearing away (1) (1)

ii) Sea is wearing them away (1) (1)

iii) People may lose land, no farming, danger (1 x 2)
Can be 2 x single point or point plus so what elaboration (2)

Total: (20)

People and work

	Knowledge	Understanding	Application	Skills
a)i	3			
a)ii				2
b)i				1
b)ii				1
b)iii	2		2	
c)i		1	2	
c)ii		1	1	
c)iii			1	1
c)iv			2	
Total	**5**	**2**	**8**	**5**

3 a) i) Primary – getting raw materials from the ground
Secondary – making an item
Tertiary – providing a service (3 x 1) (3)

ii) Tertiary (1), 3 or 4% (1) (2)

b) i) China (1) (1)

ii) Japan (1) (1)

iii) Primary (1)
Many people employed in farming, lack of industry, etc (1)
Secondary or Tertiary (1)
Fewer people needed to work on land/farming due to machinery (1) (4)

c) i) Long working hours, hot temperatures, no days off, low pay (3 x 1) (3)

ii) Few jobs (1) They have no money (1) (2)

iii)
- 2 - So local people have more money to spend
- 1 - So the local shops make more money
- 3 - So the shops get better and others open up
- 4 - So the area becomes more attractive to live and work in

can have order (4,3)
1 – 2 correct = 1 mark, 3 – 4 correct = 2 marks (2)

iv) Young people = more jobs, opportunities (1)
Any valid group and reason (1)

v) Senior citizens = more noise, traffic, congestion (1) (1)

Total: (20)

Entry Level Certificate Geography B (3987)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	3	2	1	U
1 Coursework	40	25	15	5	0
2 Oral Test	30	20	12	4	0
3 Written Test	60	35	23	12	0

Option/Overall

	Max Mark	3	2	1	U
Percentage in Grade	100	38.8	42.8	16.4	100
Cumulative Percentage in Grade	-	38.8	81.6	98.0	100

The total entry for the examination was 210.

General Certificate of Secondary Education Geography B (1987)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	90	-	-	54	45	37	29	21
Paper 2	90	58	49	40	28	-	-	-
Paper 3	60	-	-	33	28	23	18	13
Paper 4	60	42	37	32	21	-	-	-
Coursework	50	39	32	25	20	15	10	5

Syllabus Options

Foundation Tier

	Max Mark	C	D	E	F	G
Overall Threshold Marks	200	111	93	75	57	39
Percentage in Grade	-	34.5	28.7	19.7	10.7	4.9
Cumulative Percentage in Grade	-	34.5	63.2	82.9	93.6	98.5

The total entry for the examination was 19089.

Higher Tier

	Max Mark	A*	A	B	C	D	E
Overall Threshold Marks	200	156	136	116	97	69	55
Percentage in Grade	-	9.0	23.9	33.2	23.4	9.6	0.7
Cumulative Percentage in Grade	-	9.0	32.9	66.1	89.5	99.1	99.8

The total entry for the examination was 20012.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	4.6	12.5	17.2	28.7	18.8	9.9	5.1	2.4
Cumulative Percentage in Grade	4.6	17.1	34.3	63.0	81.8	91.7	96.8	99.2

The total entry for the examination was 39146.

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