

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

GEOGRAPHY SPECIFICATION C (1988)

DECISION MAKING EXERCISE

HIGHER TIER

SPECIMEN PAPER 2003

2401/H

1 hour 45 minutes

Enclosed with this specimen paper:

Resource Booklet 2401/RB

Sketch diagram (2401/H/SD)

Additional materials:

Answer paper

TIME 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper.

Answer **ALL** questions.

You will be given marks for using information in the Resource Booklet to support your answers.

INFORMATION FOR CANDIDATES

The marks given in brackets [] provide a guide to the length of time you should spend on each task.

The total number of marks for this paper is 60.

You are reminded that the marking of continuous prose answers will take into account the quality of written communication.

Resources 1-10 are contained in the Resource Booklet.

The following abbreviations may be used:

EU - European Union which includes the United Kingdom

MEDC - More Economically Developed Country

LEDC - Less Economically Developed Country

This question paper consists of 4 printed pages and an insert.

SECTION 1: THE BACKGROUND**Question 1**

Use **Resource 1** to answer this question.

- (a) Describe **two** ways in which an average household could help to save water and at the same time reduce its water bills.
- (b) Is it true to say that drought has become an increasing problem since 1981? Use evidence from **Resource 1, Figs 2 and 3**, to justify your answer. [6]

Question 2

Use information from **Resources 2 and 5**, as well as your own knowledge, to help you answer this question.

Explain why southern and eastern parts of England are likely to have more problems than the rest of the UK in meeting the demand for water in the future. [8]

Question 3

Use **Resource 4, Figs 2 and 3**, to answer this question.

Compare the ways in which water resources have been developed in northern and western UK with those in southern and eastern UK. [6]

SECTION 2: OPTIONS**Question 4**

Use evidence from the photographs in **Resource 6**, and your own knowledge, to answer this question.

What kinds of water projects in LEDCs should governments provide aid or investment for? Give reasons for your answer. [8]

Question 5

Use **Resources 7 and 8** to answer this question.

- (a) From **Resource 7**, choose the **two** 'demand management options' which you think could best be used to control the demand for water. Explain why you chose them. [6]
- (b) From **Resource 7**, choose **one** of the 'supply management options'. Explain the views that **two** different 'stakeholders' mentioned in **Resource 8** may have about your chosen option for increasing water supplies. [6]

SECTION 3: THE DECISION**Question 6**

Study especially **Resources 9 and 10** before answering this question.

Information about the Wetshire Water plc (WW plc for short), is shown in **Resource 9**. **Resource 10** is a sketch block diagram showing the region served by WW plc.

Because developing water resources takes a long time and is very expensive, companies like WW plc have to plan a long way ahead.

Your task is to suggest and justify what development plans the company should be making for the next twenty years.

You MUST also label the separate copy of the sketch block diagram to show where you would locate your suggestions.

Here are some issues to help you think about different schemes.

- ☐ The region's water resources should be used in a sustainable way.
- ☐ Demand for water is changing.
- ☐ Some schemes may be difficult to build and take a long time to complete.
- ☐ Some schemes will have greater impact on the environment than others.
- ☐ Customers and other 'stakeholders' will have different views on the various possible schemes.

Don't forget to attach your labelled copy of the sketch block diagram to your answer paper/booklet. [20]

TOTAL 60 MARKS

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

GEOGRAPHY C (1998)

DECISION MAKING EXERCISE

HIGHER TIER

MARK SCHEME

SPECIMEN PAPER 2003

2401/HMS

In all answers, accurate references to resources should be credited by one mark up to the question maximum. This does not apply to Ordnance Survey map questions where credit for using the map is already built into the mark scheme, and any questions where the candidate is specifically asked to quote a particular resource.

In many questions, the candidate is asked to make a judgement. The candidates should be credited provided the judgement is reasonable, does not conflict with information in the resources, and is supported with acceptable reasons. A variety of answers are accepted in this situation so the mark scheme cannot be definitive.

Where levels descriptions are used, the candidates should be rewarded full marks for the level providing that the level requirements have been met. Intermediate marks apply where the demands of the lower level have been exceeded but not those for the next level.

The levels approach to marking aims to reward higher order skills, the quality of discussion, and adherence to the requirements of the question. It is more appropriate to questions which expect a response in the form of extended writing and thus is used more for the higher tier questions rather than for the structured questions used in the foundation tier.

SECTION 1: THE BACKGROUND

Question 1

For part (a), Resource 1 provides information on the cost of water and the amount of water used in various domestic situations. The best answers will recognise that some uses are more essential than others, some more costly, and that economies in some will have a greater affect than in others. Some candidates may draw upon the graphs for droughts and rainfall in part (a).

In part (b), it will be sufficient for candidates to give a view and one reason with a recognition that the evidence is not clear-cut.

Level 1: Makes a simple point in each of (a) and (b), or in one of them well linked to the resources.

Level 1 if only a or b answered.

Adequate written communication.

1-2

Level 2: Makes 2 good points in (a) and in (b) gives a point with evidence.

Accurate written communication with some use of specialist terms.

3-4

Level 3: Develops both sections with good use of evidence in b. Evidence may count as development of (a).

N.B. Not looking for explanation, e.g. of climatic change

Accurate written communication with appropriate use of specialist terms.

5-6

Question 2

Resource 2 includes several maps which suggest that the south and east will have problems – lower rainfall, higher population, higher evaporation etc., plus greater increase in demand – when compared to the north and west. The best answers will pull together several of these sources and may add own knowledge. Resource 5 refers to both southern and northern regions in paragraphs 2 and 3.

Level 1: Shows a basic understanding of the differences between south and east and the rest of the UK as shown by the resource. Up to 3 for points drawn from resource (3x1) but not linked.

Adequate written communication.

1-3

Level 2: Shows an understanding of several differences as shown by the resources, uses evidence effectively, by linking it to problems.

Accurate written communication with some use of specialist terms.

4-6

Level 3: Shows an understanding of a range of physical and human differences as shown by the resources, and selects appropriate evidence to support answer.

Accurate written communication with appropriate use of specialist terms.

7-8

NB: *Credit use of own knowledge.
No restriction if resources 2 and 5 not used
Indicate 'link' with 'link' in script.*

Question 3

Good answers to this question will depend on the extent to which the candidate understands the water supply and sewage treatment systems (Resource 3) and how they operate differently in highland and lowland Britain (Resource 4). The best answers will relate these differences to the systems diagram in Resource 4. Answers need not refer to Resource 3 as much of what it contains is repeated in Resource 4 but in a locational context. Full marks can be obtained without explanation of the differences but candidates who give explanations may incidentally provide more fully developed answers by linking comparisons to environmental conditions.

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|-----------------|---|------------|
| Level 1: | Recognises the basic difference, namely dependence on upland reservoirs/groundwater and recycled water.
Adequate written communication. | 1-2 |
| Level 2: | Develops answer by describing differences or similarities in the location or spatial layout of the parts of the system.
Accurate written communication with some use of specialist terms. | 3-4 |
| Level 3: | Develops answer by referring to both differences and similarities and provides clear evidence of use of both figures.
Accurate written communication with appropriate use of specialist terms. | 5-6 |

SECTION 2: OPTIONS

Question 4

Candidates should show an understanding of the range of options available to improve water supplies, quality and sewage treatment in LEDCs. This might include a consideration of small v large scale projects, the role of intermediate technology, drinking water v HEP v urban needs, which kinds of development are most sustainable.

- | | | |
|-----------------|--|------------|
| Level 1: | Selects an appropriate project with a brief reason.
Adequate written communication. | 1-3 |
| Level 2: | Considers at least two projects and giving reasons and refers to resource.
Accurate written communication with some use of specialist terms. | 4-6 |
| Level 3: | Makes a balanced selection, making good use of photographic evidence and including some development such as reservations or own knowledge.
Accurate written communication with appropriate use of specialist terms. | 7-8 |

Question 5

Candidates will need to understand the distinction between supply and demand management and the likely impacts of the different options to answer this question well. In both parts, they may refer to the effectiveness of different options and the views of stakeholders. However answers to (a) should focus on justifying the chosen options and in (b) on why stakeholders take different views.

Part (a)

- | | | |
|-----------------|---|------------|
| Level 1: | Gives a simple reason for choosing each option or extends one of them.
Adequate written communication. | 1-2 |
| Level 2: | Develops level 1 answer or adds further reasons.
Accurate written communication with some use of specialist terms. | 3-4 |
| Level 3: | Develops explanations based on a good understanding of the chosen options.
Development may include additional reasons, recognition that the issues are not clear-cut, comparison with the alternatives, comments on the acceptability to stakeholders etc.
Accurate written communication with appropriate use of specialist terms. | 5-6 |

Part (b)

- | | | |
|-----------------|---|------------|
| Level 1: | Chooses an option and states a likely view of two stakeholders, with a brief reason extracted from resource.
Adequate written communication. | 1-2 |
| Level 2: | Explains the view of two stakeholders, by interpreting resource, or adding further own reasons.
Accurate written communication with some use of specialist terms. | 3-4 |
| Level 3: | Extends explanations by for instance comparing them or adding additional views of stakeholders.
Accurate written communication with appropriate use of specialist terms. | 5-6 |

SECTION 3: THE DECISION

Question 6

The question provides opportunities for candidates to show:

- their knowledge of water resource issues,
- an understanding of how in particular circumstances and environments these issues might be resolved,
- skill in analysing the data available to reach a decision,
- and present a well-structured answer written in good English, using geographical vocabulary and in a format appropriate to the task.

Progression through the levels is likely to be in terms of:

- use of resource booklet
- recognition of the need for a balanced set of solutions
- consideration of the costs and benefits of alternatives
- care in locating the solutions on either the block diagram or in the text
- application of skills and understanding to the WWW context
- awareness of complexity of the issues
- use of own knowledge
- the use of an appropriate structure and the quality of written communication.

Given the time available, candidates cannot be expected to develop all of these qualities at length. Candidates may produce both a labelled sketch and a written justification but a great deal of detail or repetition in both should not be expected.

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|-----------------|--|-------------|
| Level 1: | Makes one appropriate suggestion with a simple description and reason for choice. | 1-4 |
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 | | |
| Level 2: | <ul style="list-style-type: none"> • Shows a basic knowledge of additional issues, and relates them to the particular context • Locates development plans on the diagram or in the text with brief descriptions • Makes some reference to the resources in the justification • Spells, punctuates and uses the rules of grammar with reasonable accuracy, employing some specialist terms. | 5-8 |
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 | | |
| Level 3: | <ul style="list-style-type: none"> • Shows an adequate knowledge of relevant issues and relates them to the particular context of resource 9 • Locates development plans appropriately on the diagram or in the text and adds descriptions • Uses resources to support justification • Spells, punctuates and uses the rules of grammar with considerable accuracy along with appropriate specialist terms • Uses a clear structure for the answer. | 9-12 |

Level 4:

- Shows a good knowledge of a range of water resource issues and an understanding of their relevance to the particular context of the question
- Locates development plans appropriately on the diagram or in the text with good explanations
- Uses resource 9 and some of the other resources to support the answer
- Spells, punctuates, and uses the rules of grammar with considerable accuracy, along with appropriate specialist terms
- Structures the justification in a clear and logical way.

13-16**Level 5:**

- Shows a comprehensive knowledge of a wide range of water resource issues and an understanding of their relevance and complexity in the particular context of the question
- Locates development plans appropriately on the diagram or in the text and explains them clearly
- Makes effective use of resource 9 and a range of the other resources to support the answer
- Spells punctuates and uses the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions and a wide range of specialist terms
- Structures the answer in a logical way, which is appropriate to the context and the complexity of the decision to be made.

17-20

GEOGRAPHY GCSE SPECIFICATION C

ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

Assessment Objective One (AO1)	Show knowledge of places, environments and themes at a range of scales from local to global.
Assessment Objective Two (AO2)	Show understanding of the specified content.
Assessment Objective Three (AO3)	Apply knowledge and understanding in a variety of physical and human contexts.
Assessment Objective Four (AO4)	Select and use a variety of skills and techniques appropriate to geographical studies and enquiry

PAPER THREE (HIGHER TIER)

SECTION ONE: THE BACKGROUND

	AO1	AO2	AO3	AO4	TOTAL
Question 1		2	2	2	6
Question 2	2	1	2	3	8
Question 3		1	2	3	6
TOTAL	2	4	6	8	20

SECTION TWO: THE OPTIONS

	AO1	AO2	AO3	AO4	TOTAL
Question 4	2	2	2	2	8
Question 5 (a)	2	2	2		6
Question 5 (b)	2	2	2		6
TOTAL	6	6	6	2	20

SECTION THREE: THE DECISION

	AO1	AO2	AO3	AO4	TOTAL
Question 6	2		8	10	20
TOTAL	2		8	10	20