

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**GEOGRAPHY SPECIFICATION C (1998)**

**2403**

**TERMINAL EXAMINATION**

**HIGHER TIER**

**SPECIMEN PAPER 2003**

2 hours 15 minutes

**Enclosed with this question paper:**

OS Map Extract (2403/2402/M)

Resource Sheet (2403/RS)

Cross Section Sheet (2403/CS)

**Additional materials:**

Answer Paper

**TIME** 2 hours 15 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number on the front page of the answer paper.

You are strongly advised to read through the questions and to study the resources provided before choosing your questions.

Answer **four** questions: **two** from Section A, **one** from Section B and **one** from Section C.

**Section A: PLACES**

Answer **two** questions.

**Section B: PHYSICAL THEMES**

Answer **either** Question B4 **or** Question B5

**Section C: HUMAN THEMES**

Answer **either** Question C6 **or** Question C7.

**INFORMATION FOR CANDIDATES**

The number of marks available is given in brackets [ ] at the end of each part question and question.

The total number of marks for this paper is 100.

The following abbreviations are used in this paper:

EU - European Union which includes the United Kingdom

MEDC - More Economically Developed Country

LEDC - Less Economically Developed Country

You are reminded that the marking of continuous prose answers will take into account the Quality of Written Communication.

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**This question paper consists of 15 printed pages and 1 blank page, a resource sheet insert, a cross section sheet and an OS Map.**

### Section A: PLACES

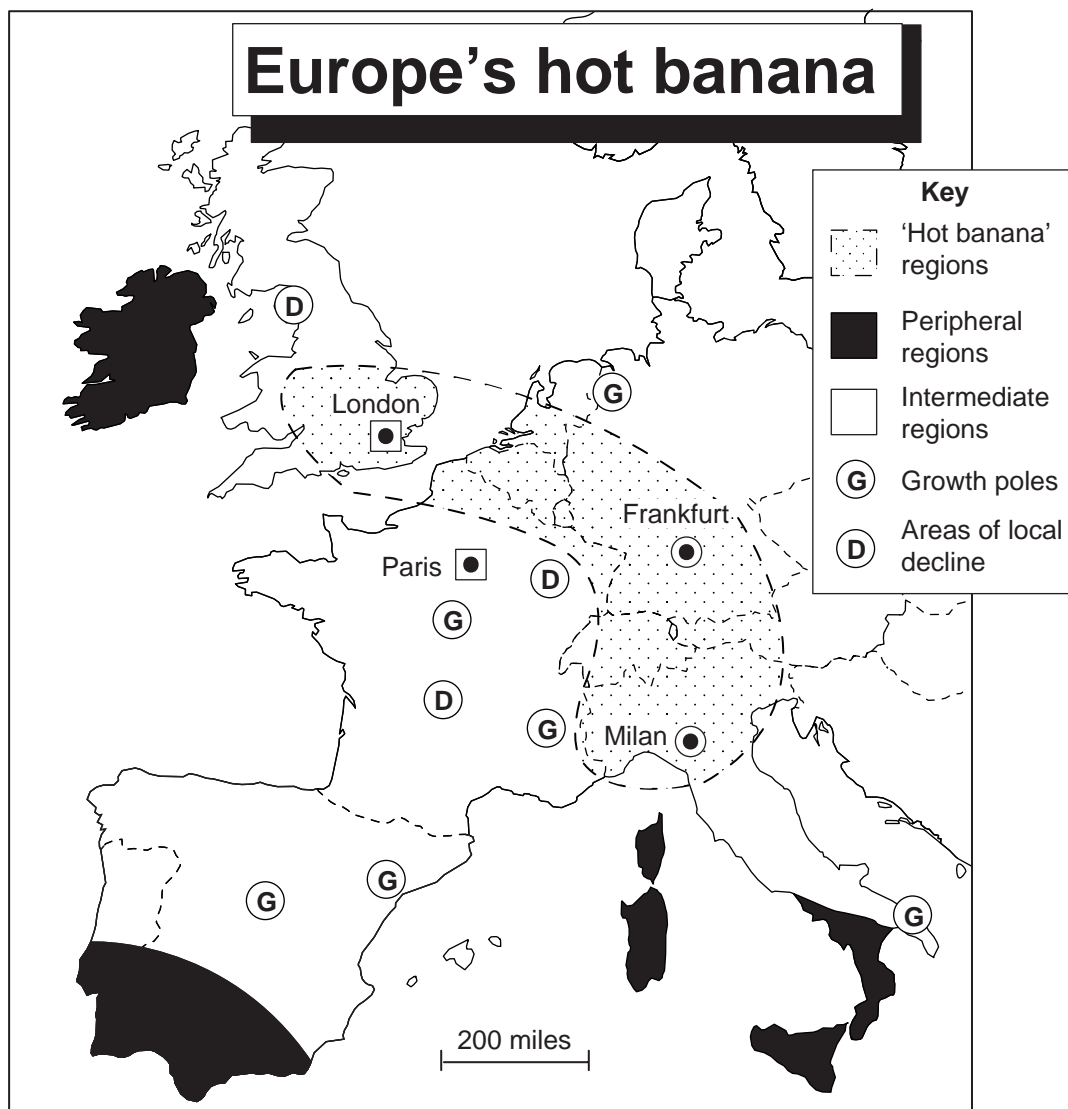
Answer TWO questions only from this section.

#### Question A1

This question is about places in the European Union (EU).

(a) Study Fig. 1 below.

Fig. 1 Europe's Hot Banana



Describe the location of Europe's 'hot banana' regions.

[2]

(b) What do you think is meant by the term 'hot banana' region?

[2]

- (c) Explain why European governments are trying to establish regions of growth (**growth poles**) away from the 'hot banana' region. [6]
- (d) Suggest two problems or benefits caused by people migrating to the E.U. [6]
- (e) Choose a physical landscape in the EU that you have studied.
- (i) State where the landscape is
  - (ii) Describe the landforms that make up the landscape
  - (iii) Explain how geomorphic processes such as weathering, erosion, transport and deposition are shaping the landscape. [9]

[Total 25 marks]

**END OF QUESTION A1**

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## Question A2

This question is about LEDCs.

- (a) Read the following paragraph.

*'Bangladesh has a high population density. The country is mostly a flat low-lying delta, formed by deposition from the rivers Ganges and Brahmaputra, where severe disasters happen frequently. In May 1995 an estimated 9 metre high tide flooded 150 km inland across the delta, killing 40 000 people. Winds of 180 km/hr were recorded.'*

Identify **three** physical factors which combined to cause the disaster. [2]

- (b) Explain how human factors made the disaster worse. [2]

- (c) Study Fig. 2.

**Fig. 2 Quality of Life**

Country	GNP (per capita in US dollars)	Adult literacy %	Number of people per doctor	Energy used (kg. per capita oil equivalent)
Argentina	7 290	96	337	1 428
Bangladesh	220	36	6 615	65
Chad	200	45	60 415	5
Kenya	270	75	7 358	81
Libya	5 350	72	862	2 163
Mexico	3 750	89	663	1 311

*Acknowledgement – Collins Longman Student Atlas*

Compare the quality of life for **two** of the LEDCs shown in Fig. 2. [6]

- (d) Use Fig. 2 to explain the relationship between GNP per capita and the services, such as hospitals and schools, in a country. [6]

- (e) Governments in LEDCs often encourage foreign investment by multi-national companies and aid from charities.

Use named examples that you have studied to suggest advantages and disadvantages for the people of LEDCs of such investment and aid. [9]

**[Total 25 marks]**

**END OF QUESTION A2**

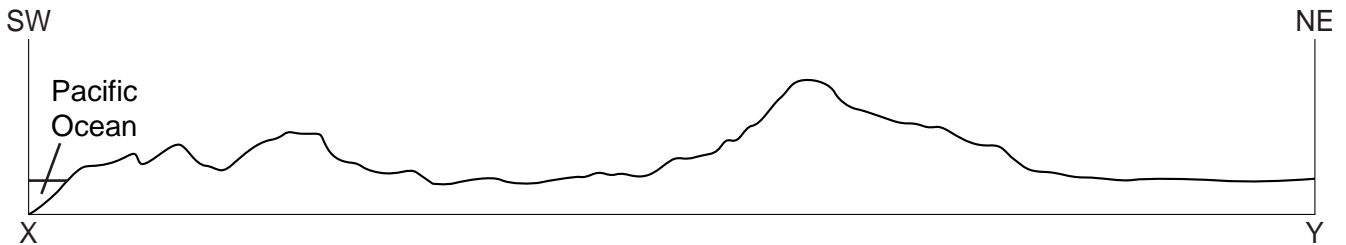
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### Question A3

This question is about MEDCs (excluding the EU).

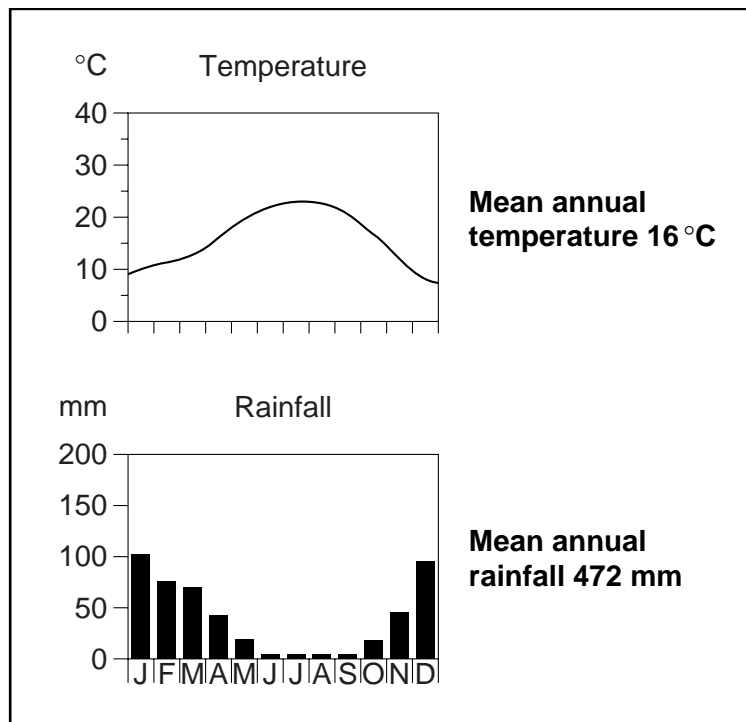
- (a) Study the satellite image of the San Francisco Bay area in the USA and the key to selected land uses on the separate Resource Sheet, and Fig. 3 below.

**Fig. 3 A sketch cross section drawn along line X-Y**



- Annotate the sketch cross section **on the separate sheet** to show four of the land uses. [2]
- (b) Suggest a reason for the location of **two** of the land uses you labelled in answering (a). [2]
- (c) Study Fig. 4, the climate graph for the area in the north east of the satellite image.

**Fig. 4 A climate graph**



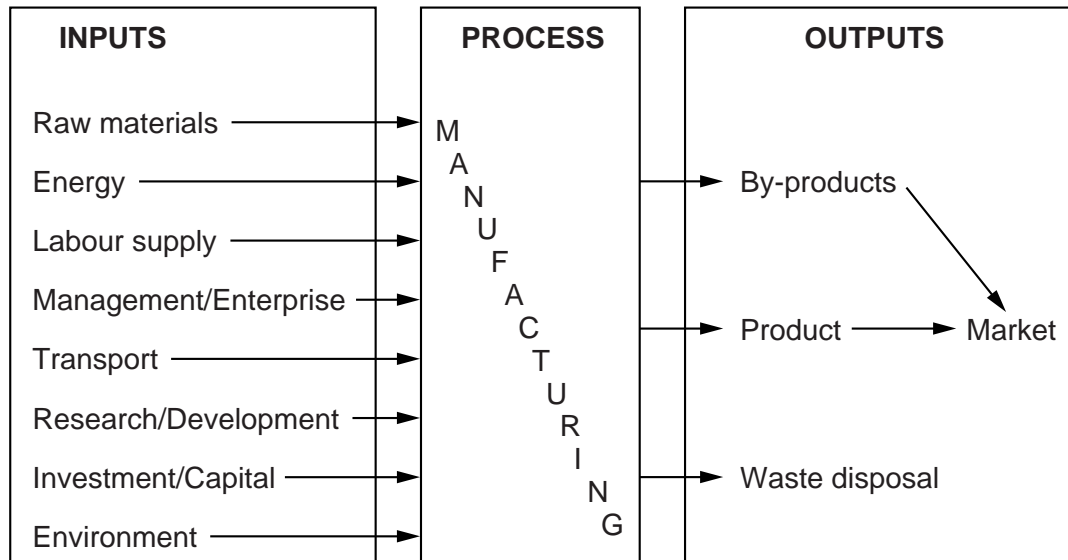
- (i) Identify the advantages and disadvantages of this climate for farming in this area.
- (ii) Suggest how farmers might attempt to solve problems arising from the climate.

[6]

- (d) The area located south east of San Francisco is an area of industrial growth. (Grid squares D7, D8, C9).

Using Fig. 5, and the satellite image to help you, suggest why this area is attractive to modern industry. [6]

**Fig. 5 A systems diagram of manufacturing industry**



- (e) For a region you have studied in an MEDC (outside the EU) other than California:

- name the MEDC and describe the location of your chosen region;
- describe and explain how economic activity such as industry or farming is changing.

[9]

**[Total 25 marks]**

**END OF QUESTION A3**

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## Section B: PHYSICAL THEMES

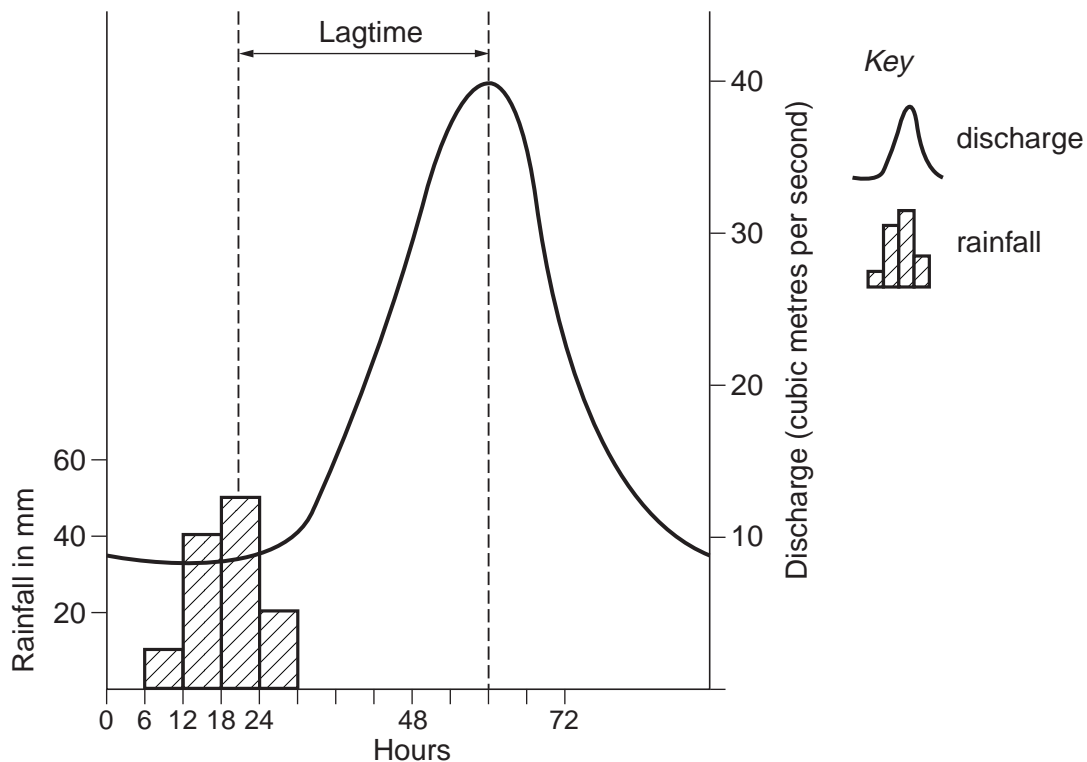
Answer EITHER Question B4 OR Question B5.

### Question B4

This question is about Physical Systems and Environments.

(a) Study Fig. 6.

**Fig. 6 The discharge of a river after a storm**



State the peak flow of the river.

[2]

(b) Lagtime is the time between peak rainfall and peak discharge.

What was the lagtime in Fig. 6?

[2]

(c) How might the activities of people decrease lagtime of rivers?

[6]

(d) Explain how **one** of the following influences the climate in **either** the British Isles **or** another place you have studied:

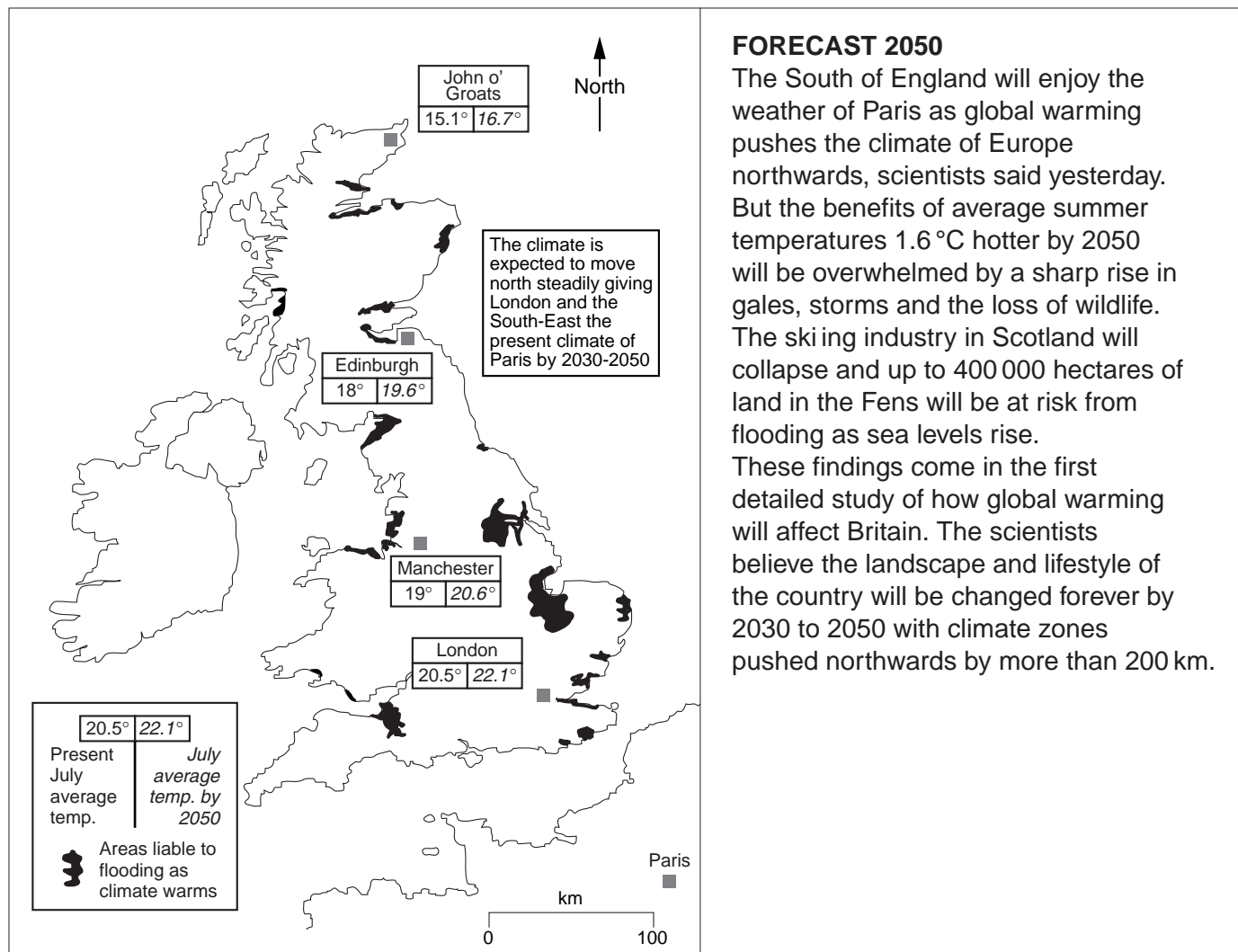
latitude  
relief  
ocean currents

[6]



(e) Read the newspaper article Fig. 7.

**Fig. 7 A newspaper article on the effects of global warming**



*Adapted from 'The Times' (3rd July 1996).*

- (i) State two ways in which the UK will be effected by global warming.
  - (ii) Suggest two reasons for the predicted rise in temperature.
  - (iii) Explain why climate change may be more damaging for people in LEDCs than in MEDCS.
- [9]

**[Total 25 marks]**

**END OF QUESTION B4**

## Question B5

This question is about Natural Hazards and People.

(a) Study Fig. 8.

Fig. 8 Internet article

***DORMANT VOLCANO COMES TO LIFE ON MONTSERRAT***

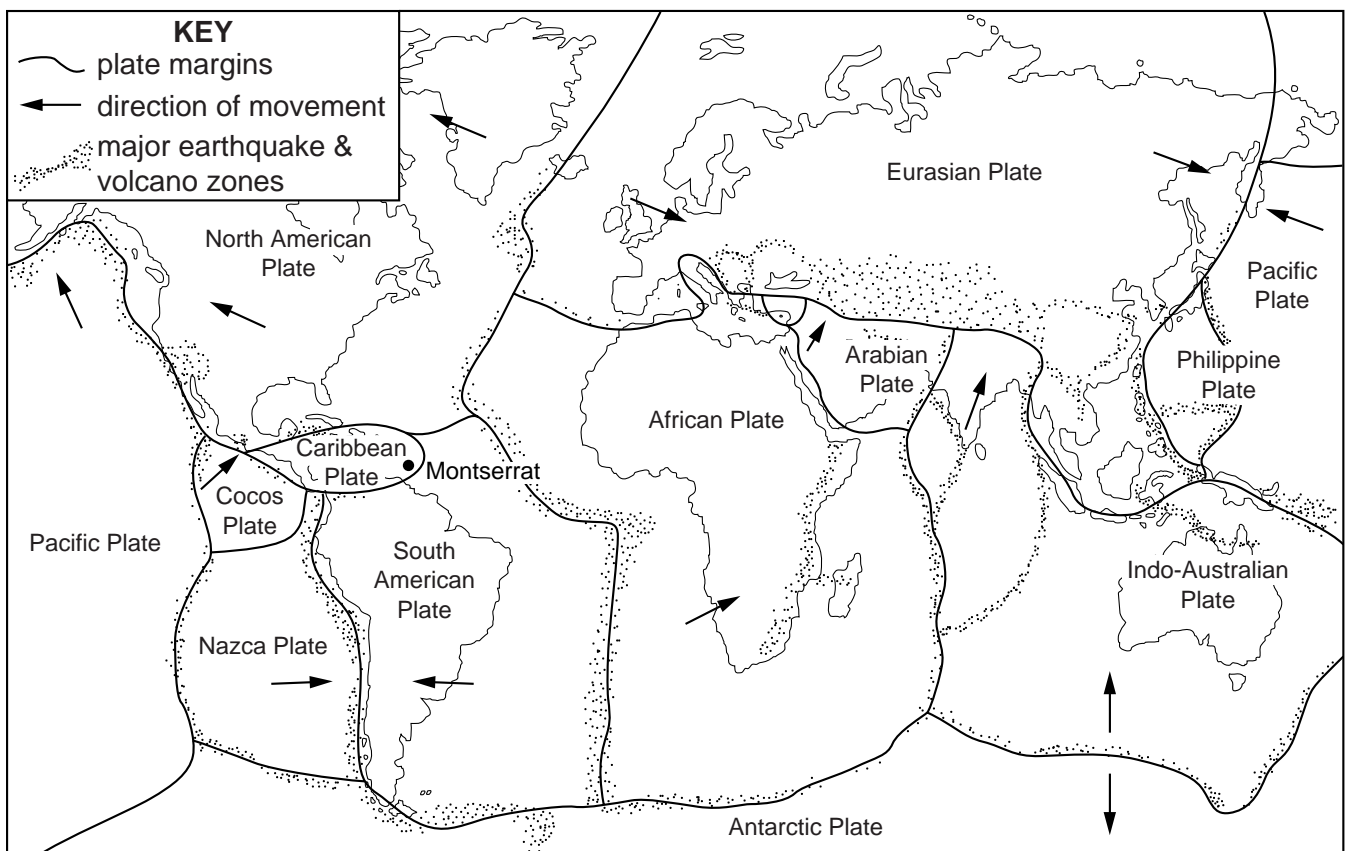
*On July 18th 1995, Soufriere Hills, a volcano on the Caribbean island of Montserrat began erupting. This was the first recorded eruption of this volcano. The Caribbean islands are the only example of 'island arc' volcanoes in the Atlantic Ocean.*

*In August 1997 lava flows reached the capital, Plymouth, and over 80% of the buildings were either badly damaged or destroyed. The governor ordered the evacuation of several towns. By the end of the month only 4 000 of the original 12 000 residents remained on the island. The volcano was still hissing and rumbling in October 1997.*

Why do you think some of the inhabitants of Montserrat were surprised by the volcanic eruption in 1995? [2]

(b) Study Fig. 9.

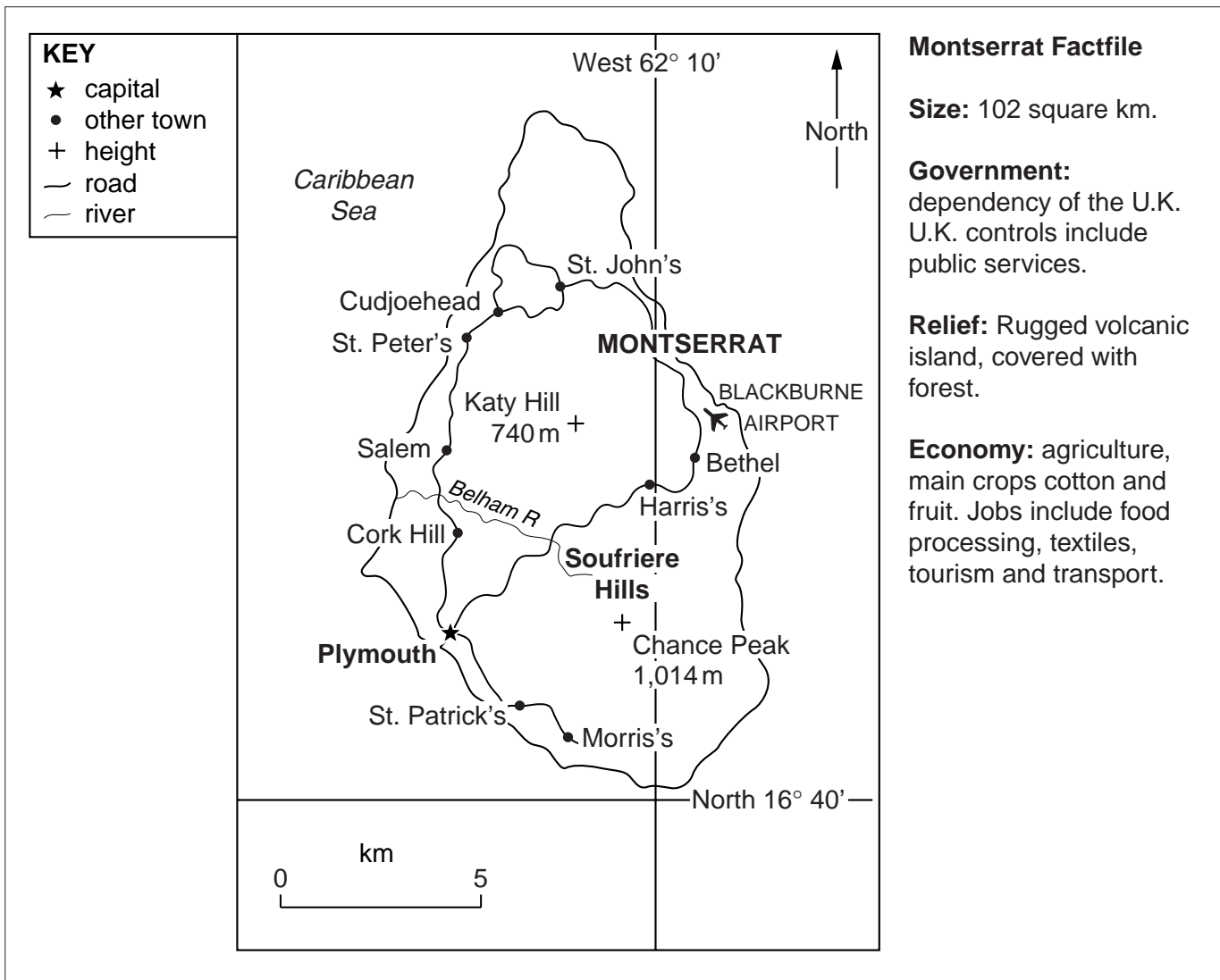
Fig. 9 Plate margins, earthquake and volcanic zones



Name the plates, which may have moved to cause the volcanic eruption on Montserrat. [2]

- (c) Using Fig. 10 and ideas of your own, suggest why the inhabitants of Montserrat found it hard to deal with the effects of the tectonic activity on their island. [6]

**Fig. 10 Information about Montserrat**



Acknowledgement: *The World Book Encyclopedia*, World Book International.

- (d) Explain why volcanoes and earthquakes are usually found together in certain areas. [6]
- (e) For a natural hazard which you have studied, other than a volcanic eruption:
- (i) name and locate the natural hazard;
  - (ii) explain, in detail, the causes of the hazard;
  - (iii) describe its effects on the people in the area.

[9]

**[Total 25 marks]**

**END OF QUESTION B5**

## Section C: HUMAN THEMES

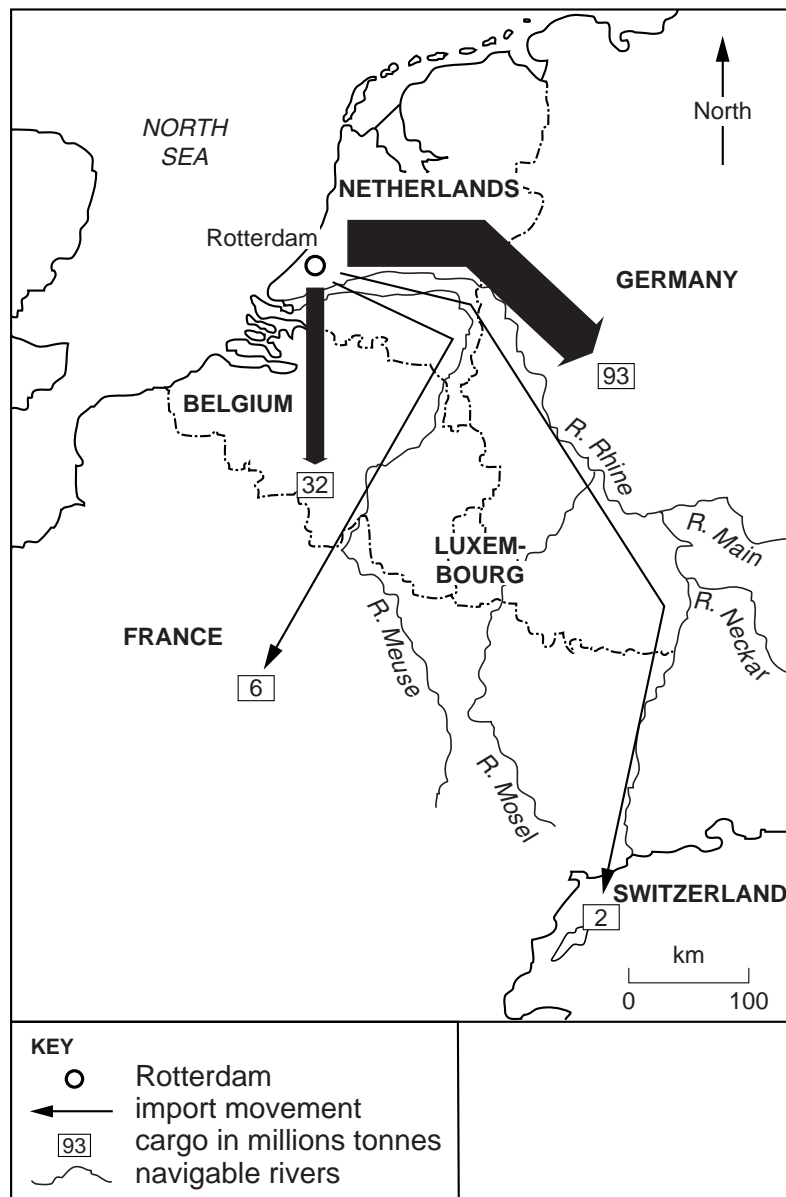
## ANSWER QUESTION C6 OR QUESTION C7

## Question C6

This question is about Economic Systems and Development.

(a) Study Fig. 11.

Fig. 11 Rotterdam – pattern of movement inland of imports



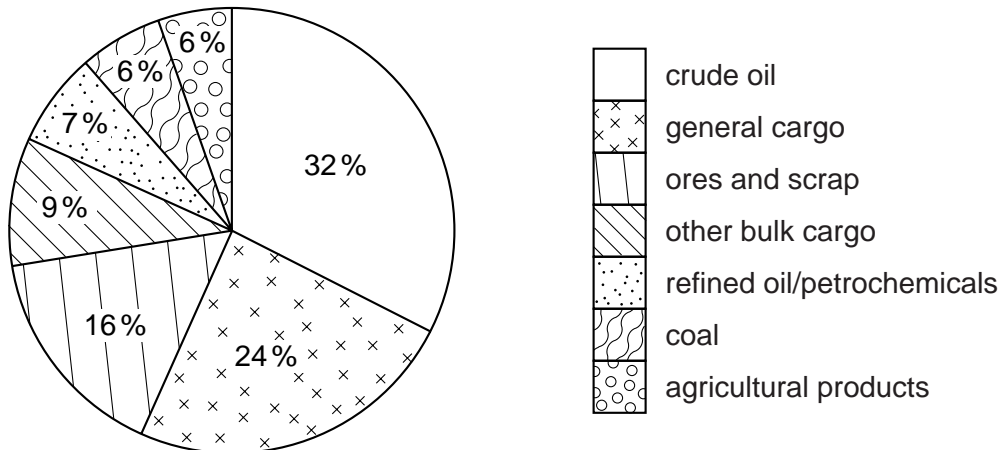
Adapted from: 'Geography in Place', Collins Educational, HarperCollins Publishers

State **two** features of the pattern of trade shown.

[2]

(b) Study Fig. 12.

**Fig. 12 Rotterdam – total goods traded**



Adapted from: 'Geography in Place', Collins Educational, HarperCollins Publishers

Describe the main features of Rotterdam's trade.

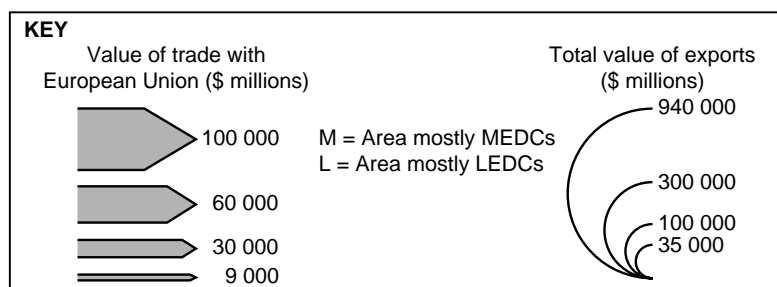
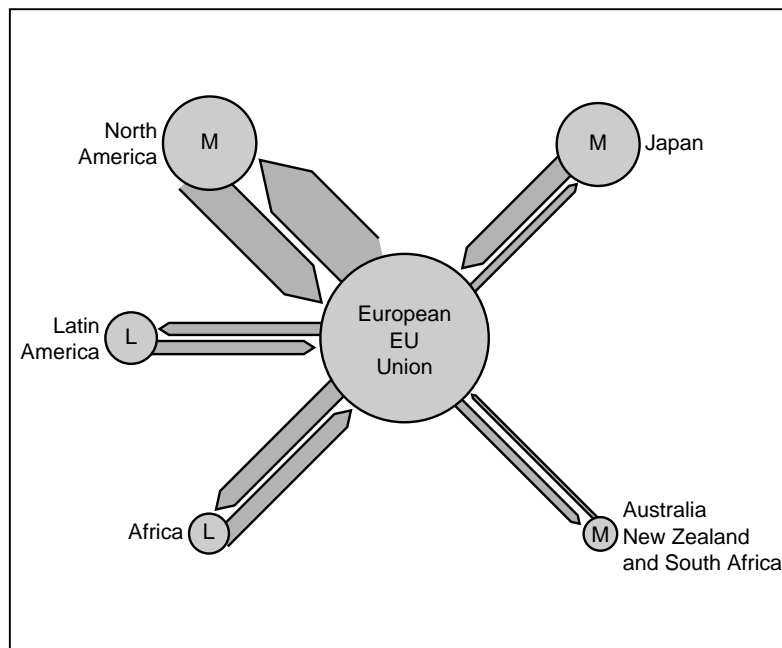
[2]

(c) Big ports like Rotterdam have become major manufacturing centres specialising in certain types of industry such as oil refining. Suggest why this is so.

[6]

(d) Study Fig. 13.

**Fig. 13 Some of the EU's World Trade Links**



Suggest reasons for the trade being so much greater with some areas than others.

[6]

- (e) For an economic activity in a place you have studied, such as a farm, factory or supermarket.
- (i) name and locate the economic activity;
  - (ii) describe its main features;
  - (iii) explain the reasons why it is located there.

[9]

**[Total 25 marks]**

**END OF QUESTION C6**

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**Question C7****This question is about Population and Settlement.**

Study the two OS map extracts on the separate sheet. They show the eastern side of Coventry in 1980 and 1996.

- (a) Describe a change made in the road infrastructure on the eastern outskirts of Coventry between 1980 and 1996. [2]
- (b) Use map evidence to suggest why very few houses have been built in Baginton (grid square 3474) between 1980 and 1996. [2]
- (c) Study the quotation below.

*'Well, I suppose it's progress really. But it does puzzle me a bit, bringing all these superstores and hotels to the outside and letting the middle of towns go to waste,'*

*Roland Hill, ex farmer, Lodge Farm (grid reference 387817 1980 map) in 1989.*

Suggest why sites like Lodge Farm, rather than ones in the middle of towns, are chosen for new developments. You should include map evidence to support your answer. [6]

- (d) The population of Coventry declined from a peak of 335 000 in 1971 to 313 800 in 1991. Many cities are also experiencing declining populations. Explain why this is happening. [6]
- (e) Some settlements are growing whilst others are declining. Use examples you have studied to explain the benefits and problems that arise from **either** settlement growth **or** decline. [9]

**[Total 25 marks]**

**END OF QUESTION C7**

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**HIGHER TIER**

**MARK SCHEME**

**SPECIMEN PAPER 2003**

**2403 MS**

All questions have a similar structure to ensure their comparability and to facilitate a common approach to marking. Parts (a) and (b) are for two marks and require short answers and are point marked. One point will usually gain one mark. Parts (c) and (d) require at least two or three sentences and are for six marks. They are to be marked using levels descriptions with clear conceptual differences between levels. Level One is usually achieved by giving one basic point, Level Two by extending or adding to this and Level Three by developing a full answer to the question. Part (e) is for nine marks and provides opportunities of extended writing. Usually Level One is achieved by a short description of explanation, Level Two by extending this and Level Three by developing a full answer which meets all the requirements of the question. Each level represents a step rather than a slope.

In parts (c), (d) and (e) progression through the levels may be represented by increase in depth, breadth, level of abstraction, the use of geographical vocabulary, use of evidence from the resources provided or by a combination of these criteria. Questions designed to assess understanding may require increasing depth of understanding. Questions designed to assess knowledge will require an increasing range of knowledge.

In this specification Centres are free to choose the places candidates study. Questions may generate responses that are unexpected. Examiners should be prepared to credit such answers. Short answers which demonstrate good conceptual understanding through the use of correct geographical vocabulary or reference to a relevant concept, idea or generalisation should gain full marks. If an answer meets the requirement of a level it should be awarded full marks for that level. Intermediate marks should be awarded for an answer which exceeds the requirements of a lower level but does not quite meet those for the higher one.

The quality of written communication is assessed in the marking of continuous prose answers.

**A1 This question is about places in the European Union (EU)****(a) Describe the location of Europe's 'hot banana' regions.**

Award 2 marks for each descriptive feature.

Accept references to length, width and places within the 'hot banana'.

**2****(b) What do you think is meant by the term 'hot banana' region?**

1 mark for reference to shape

1 mark for recognition of it being the core or most economically active area.

**2****(c) Explain why European governments are trying to establish regions of growth (growth poles) away from the hot banana region.****Level 1:** Establishes basic idea that they are a way of encouraging development in less developed areas. Adequate written communication.**1-2****Level 2:** By concentrating investment in a few places it is more likely to be effective. Accurate use of written communication with some use of specialist terms.**3-4****Level 3:** Growth may then spread to surrounding areas. Accurate use of written communication with appropriate use of specialist terms.**5-6****(NB levels 2 and 3 are reversible)****(d) Suggests two problems or benefits caused by people migrating to the EU.****Level 1:** One simple problem or benefit e.g. 'some of the people are skilled workers, this benefits the EU'. Adequate written communication.**1-2****Level 2:** Suggests a second problem or benefit e.g. 'Many countries in Europe have a low or declining population'.

And

Develops one of them e.g. 'The UK is short of doctors and teachers'.

Accurate use of written communication with some use of specialist terms.

**3-4****Level 3:** Suggests two developed problems or benefits. Accurate use of written communication with appropriate use of specialist terms.**5-6****(e) Choose a physical landscape in the EU that you have studied.****(i) State where the landscape is****(ii) Describe the landforms that make up the landscape****(iii) Explain how geomorphic processes such as weathering, erosion, transport and deposition are shaping the landscape.****Level 1:** Names a landscape and states where it is.

Describes a landform in simple terms. Adequate written communication.

**1-3****Level 2:** Describes two landforms making up the landscape.

Explains how the landscape is being shaped with appropriate reference to two of: weathering, erosion and deposition. Accurate use of written communication with some use of specialist terms.

**4-6****Level 3:** Develops both description and explanation with further reference to landforms and processes or with specific place detail. Accurate use of written communication with appropriate use of specialist terms.**7-9**

**A2 (a) Identify three physical factors which combined to cause the disaster.**

The features mentioned include low lying flat delta, high tide, high winds.

Any 2 for 1 mark

All three for 2 marks

2

**(b) Explain how human factors made the disaster worse.**

High population density is the one mentioned in the article but allow other features relevant to LEDC e.g. lack of finance to protect areas, reduced emergency services in this LEDC.

2 simple suggestions or one developed idea.

2

**(c) Compare the quality of life for two of the LEDCs shown in Fig 2.**

**Level 1:** Comparison in terms of repetition of headings or data. Adequate written communication.

1-2

**Level 2:** Comparison is more than repetition e.g. includes some cross reference of columns or quantitative interpretation.

At least three columns used for full marks. Accurate use of written communication with some use of specialist terms.

3-4

**Level 3:** The comparison is developed with clear reference to the data. Accurate use of written communication with appropriate use of specialist terms.

5-6

**(d) Use Fig 2 to explain the relationship between GNP per capita and the services, such as hospitals and schools, in a country.**

**Level 1:** Describes the general relationship between GNP and services, such as hospitals and schools. Adequate written communication.

1-2

**Level 2:** Describes a relationship with some detail e.g. reference to figures or rank order.

A reason is given in simple terms for the relationship noted OR

Gives two simple reasons.

Accurate use of written communication with some use of specialist terms.

3-4

**Level 3:** The reason for the relationship is developed or anomalies are noted.

Accurate use of written communication with appropriate use of specialist terms.

5-6

- A2 (e) Governments in LEDCs often encourage foreign investment by multinational companies and aid from charities.**

**Use named examples that you have studied to suggest advantages and disadvantages for the people of LEDCs of such investment and aid.**

Clearly the question is about advantages and disadvantages for the people of the LEDC. Reference to an MEDC should gain only level 1 credit in this LEDC question.

<b>Level 1:</b>	Advantage and disadvantage stated OR develops one. Some place information. Adequate written communication.	<b>1-3</b>
<b>Level 2:</b>	Advantages and disadvantages with one developed Place example developed or examples for full marks. Max. 4 if only advantages or disadvantages Accurate use of written communication with some use of specialist terms.	<b>4-6</b>
<b>Level 3:</b>	At least two advantages developed and At least two disadvantages developed With place knowledge in both. Accurate use of written communication with appropriate use of specialist terms.	<b>7-9</b>

- A3 (a) Study the satellite image of the San Francisco Bay area in the USA and the key to the selected land uses on the separate Resource Sheet and Fig 3.**

**Annotate the sketch cross section on the separate sheet to show four of the land uses.**

Four land uses from the key are along the transect.

A mark for each pair of land uses correctly located.

2

- (b) Suggest a reason for the location of two of the land uses you labelled in answering (a).**

One mark for each valid reason.

Candidates are not expected to know California but they do know that this is an MEDC question. Reasons should be appropriate to an MEDC.

e.g. farmland is situated where the land is flat and suitable for farm machinery

e.g. urban land use has developed around the bay which is a harbour.

2

- (c) Study Fig 4, the climate graph for the area in the north east of the satellite image. Identify the advantages and disadvantages of this climate for farming in this area. Suggest how farmers might attempt to solve problems arising from the climate.**

**Level 1:** Identifies advantage or disadvantage.

Adequate written communication.

1-2

**Level 2:** Provides valid advantage and disadvantage with simple solution. Accurate use of written communication some use of specialist terms.

3-4

**Level 3:** Provides advantage and disadvantage with developed solution. Clearly there is low rainfall at the hottest time of the year, this will mean high rates of evaporation and water deficiency. The use of irrigation looks a probable solution.

The high temperatures suggest that summer ripening of crops is not a problem.

The rainfall in winter may be available for summer irrigation.

Accurate use of written communication with appropriate use of specialist terms.

5-6

- (d) The area located south east of San Francisco is an area of industrial growth. (Grid squares D7, D8, C9.)**

**Using Fig 5, and the satellite image to help you, suggest why this area is attractive to modern industry.**

**Level 1:** Identifies one factor with simple explanation.

Any factor which accounts for modern industrial growth, e.g. research and development, market orientation, transport, attractive area to live. Adequate written communication.

1-2

**Level 2:** Identifies second factor with some explanation. Accurate use of written communication with some use of specialist terms.

3-4

**Level 3:** Identifies third factor or develops two with sound explanation. Accurate use of written communication with appropriate use of specialist terms.

5-6

**(e) For a region you have studied in an MEDC (outside the EU) other than California:**

- (i) name the MEDC and describe the location of your chosen region;**
- (ii) describe and explain how economic activity such as industry or farming is changing.**

<b>Level 1:</b>	Names and locates chosen region. Basic locational information e.g. in terms of regional location/name. Basic description of economic change e.g. in terms of single activity. Adequate written communication.	<b>1-3</b>
<b>Level 2:</b>	Location has some detail. Description has some detail e.g. to include more than one sector of change. Explanation in simple terms. Accurate use of written communication with some use of specialist terms.	<b>4-6</b>
<b>Level 3:</b>	Location has place specific detail. Description ranges across the change for the chosen region. Explanation has some depth. Accurate use of written communication with appropriate use of specialist terms.	<b>7-9</b>

**B4 (a) Study Fig 6. State the peak flow of the river.**

39-40 1 mark

Cubic metres per second 1 mark

**2****(b) Lagtime is the time between peak rainfall and peak discharge. What was the lagtime in Fig 6?**

39 hours (allow 38-40)

1 mark for the figure

second mark for units

**2****(c) How might the activities of people decrease lagtime of rivers?**

**Level 1:** Links one activity to lagtime reduction in simple terms.  
Adequate written communication.

**1-2**

**Level 2:** Develops link to lagtime and suggests effect of second activity. Accurate use of written communication with some use of specialist terms.

**3-4**

**Level 3:** Both activities well linked to lagtime reduction. Accurate use of written communication with appropriate use of specialist terms.

**5-6****(d) Explain how one of the following influences the climate in either the British Isles or another place you have studied:****Latitude      relief      ocean currents**

**Level 1:** Note the location chosen  
Description of an effect on climate in simple terms.  
e.g. Lower temperatures at higher latitudes.  
Adequate written communication.

**1-2**

**Level 2:** Description detailed with some explanation.  
Accurate use of written communication with some use of specialist terms.

**3-4**

**Level 3:** Description and explanation developed.  
Accurate use of written communication with appropriate use of specialist terms.

**5-6**



(e) Read the newspaper article Fig 7. A newspaper article on the effects of global warming.

(i) State two ways in which the UK will be affected by global warming.

(ii) Suggest reasons for the predicted rise in temperature.

(iii) Explain why climate change may be more damaging for people in LEDCs than MEDCs.

(i) and (ii)	<b>Level 1:</b> One way described in detail or two ways mentioned eg. summers will be warmer, there will be more storms. Adequate written communication	<b>1</b>
	<b>Level 2:</b> Two ways stated with some understanding of Global Warming. Clear links to industry, power stations, cars. Accurate use of written communication with some use of specialist terms.	<b>2-3</b>
	<b>Level 3:</b> Links to carbon dioxide and 'greenhouse'. Accurate use of written communication with appropriate use of specialist terms.	<b>4</b>
(iii)	<b>Level 1:</b> Basic understanding of development/limited resources. Adequate written communication.	<b>1</b>
	<b>Level 2:</b> Develops understanding e.g. Observations about financial difficulties hindering planning. Appreciation of management difficulties in LEDC, some appreciation of vulnerable locations. Credit examples. Accurate use of written communication with some use of specialist terms.	<b>2-3</b>
	<b>Level 3:</b> Specific observations about events such as flooding, food production. Credit examples. Accurate use of written communication with appropriate use of specialist terms.	<b>4-5</b>

**B5 (a) Study Fig 8. Internet article.**

**Why do you think some of the inhabitants of Montserrat were surprised by the volcanic eruption in 1995?**

A volcano they thought either extinct, or not a volcano at all, started to erupt for the first time in recorded history.

1 mark for repeating information from article.

2 marks for more considered, developed response.

2

**(b) Study Fig 9. Plate margins, earthquake and volcanic zones.**

**Name the plates which may have moved to cause the volcanic eruption on Montserrat.**

Any two from South American, Cocos, North American and Caribbean Plates.

2

**(c) Using Fig. 10 and ideas of your own, suggest why the inhabitants of Montserrat found it hard to deal with the effects of the tectonic activity on their island.**

**Level 1:** Gives one reason e.g. 'Montserrat is a small island so the volcanic eruption affected a large part of it'. 'The volcanic eruption was only a few miles from the capital.' Adequate written communication.

1-2

**Level 2:** Adds a second point e.g. 'the country did not have the money to repair and rebuild the damage'.  
OR one of them developed  
Accurate use of written communication with some use of specialist terms.

3-4

**Level 3:** Adds third reason for difficulties encountered  
OR two developed.  
'In small countries like Montserrat better communication systems, emergency services and foreign aid are required when disasters strike.'  
Accurate use of written communication with appropriate use of specialist terms.

5-6

**(d) Explain why volcanoes and earthquakes are usually found together in certain areas.**

- Level 1:** Makes one point e.g. the major earthquake and volcano zones are along the plate margins. Adequate written communication. **1-2**
- Level 2:** Develops explanatory points e.g. plate movement makes plate margins very unstable places, earthquakes are caused by a sudden loss of pressure as the plates move.  
Accurate use of written communication with some use of specialist terms. **3-4**
- Level 3:** Makes further explanatory point e.g. 'Volcanoes are likely to form at plate margins because they are weak places in the crust of the earth, as the plates converge or diverge, molten rock forces its way up to the surface.'  
Accurate use of written communication with appropriate use of specialist terms. **5-6**

**(e) For a natural hazard which you have studied, other than a volcanic eruption:**

- (i) name and locate the natural hazard;**  
**(ii) explain, in detail, the causes of the hazard;**  
**(iii) describe its effects on people in the area.**

- Level 1:** Names and locates in general terms the hazard.  
Gives simple explanation of cause e.g. brief single cause.  
Outlines an effect on people  
OR develops either **e(ii)** or **e(iii)**.  
Adequate written communication. **1-3**
- Level 2:** Some place detail.  
Explanation has some detail and more than one cause.  
Outlines different effects on people.  
MAX. 4 for only **e(i)** plus **e(ii)** or **e(iii)**  
Accurate use of written communication with some use of specialist terms. **4-6**
- Level 3:** Place detail is present.  
Explanation is well developed.  
Effects upon people described in detail with use of accurate place specific detail.  
Accurate use of written communication with appropriate use of specialist terms. **7-9**

***If volcanic eruption chosen max. 2 marks.***

**C6 (a) Study Fig 11. Rotterdam – pattern of movement inland of imports.  
State two features of the pattern of trade shown.**

1 mark for limited description without numerical detail. Mention of at least two flows to get the mark e.g. main flows are imports to Germany and Belgium..

2 marks if major flows mentioned with added detail e.g. includes some mention of amount or distance.

2

**(b) Study Fig 12. Rotterdam - total goods traded.  
Describe the main features of Rotterdam's trade.**

1 mark for basic description of pie chart with some detail.

2 marks for evidence of structured answer e.g. involving classification into raw materials and other types or gives rank order.

2

**(c) Big ports like Rotterdam have become major manufacturing centres specialising in certain types of industry such as oil refining. Suggest why this is so.**

**Level 1:** The key point here is the development of manufacturing industry with some speculums because of the port  
One simple reason e.g.  
Links industry to types of trade.

1-2

**Level 2:** Shows understanding of why ports develop industry and mentions specific port industries OR gives two simple reasons.

3-4

**Level 3:** Generalises about port functions e.g. 'break of bulk'.

5-6

**(d) Study Fig 12. Some of the EU's World Trade Links.  
Suggest reasons for the trade being so much greater with some areas than others.**

**Level 1:** Selects at least two contrasting areas with basic explanation. Adequate written communication.

1-2

**Level 2:** Two reasons given with one of them developed. Accurate use of written communication with some use of specialist terms.

3-4

**Level 3:** Gives two developed reasons. Accurate use of written communication with appropriate use of specialist terms.

5-6

(e) For an economic activity in a place you have studied, such as a farm, factory or supermarket.

- (i) name and locate the economic activity;
- (ii) describe its main features;
- (iii) explain the reasons why it is located there.

**Level 1:** Names and locates a scheme and provides limited detail under headings **e(ii)** and **e(iii)** OR develops one of them.  
Adequate written communication.

1-3

**Level 2:** Includes more detailed information under heading **e(ii)** or **e(iii)**.  
The detail here may be in terms of place or economic processes.  
Max. 4 if only **e(ii)** or **e(iii)**.  
Accurate use of written communication with some use of specialist terms.

4-6

**Level 3:** All parts included in the answer and good level of knowledge under headings **e(ii)** and **e(iii)**.  
Accurate use of written communication with appropriate use of specialist terms.

7-9

**Max 6 if no activity named.**

**C7 Study the two OS map extracts on the separate sheet. They show the eastern side of Coventry in 1980 and 1996.**

- (a) Describe a change made in the road infrastructure on the eastern outskirts of Coventry between 1980 and 1996.**

A bypass A46(T) has been built from Tollbar End (Grid Square 3675) to Junction 2 of the M6 (Grid Square 3882)

1 mark for description

1 mark for supporting references/evidence/detail

**2**

- (b) Use map evidence to suggest why very few houses have been built in Baginton (grid square 3474) between 1980 and 1996.**

Acceptable points include:

- proximity of airport which has expanded between 1979 and 1996
- the river Sowe stopped houses from being built to the north and west
- the airport stopped houses being built to the east.

Two suggestions

@ 1 mark each

OR

One well developed point

@ 2 marks

**2**

*There must be map evidence for 2 marks.*

- (c) Suggest why sites like Lodge Farm, rather than ones in the middle of towns, are chosen for new developments. You should include map evidence to support your answer.**

**Level 1:** One simple suggestion e.g. greenfield sites on the edge of cities, like Lodge Farm, are cheaper than sites in the centre of Coventry. Adequate written communication.

**1-2**

**Level 2:** Second reason suggested e.g. 'there is lots of space for the superstores and for expansion e.g. grid squares 3881 and 3880 between the built up edge of the city and the A46T'  
AND develops one of the reasons e.g. 'rents and rates are lower than in the middle of cities'.

Map evidence needed for second mark.

Accurate use of written communication with some use of specialist terms.

**3-4**

**Level 3:** Suggests further reasons or develops points e.g. the new bypass provides transport links to main roads like the A45 and motorways (e.g. NE corner of the map).

Give credit for reasons that focus on the disadvantages of middle or city/brownfield sites but map evidence is required for L3 marks. Accurate use of written communication with appropriate use of specialist terms.

**5-6**

**(d) The population of Coventry declined from a peak of 335 000 in 1971 to 313 800 in 1991. Many cities are also experiencing declining populations. Explain why this is happening.**

- Level 1:** One simple reason e.g. 'people are moving from large cities to smaller settlements such as towns and villages'.  
Adequate written communication. **1-2**
- Level 2:** Suggests a second reason e.g. 'prices are lower in towns and villages' AND develops one of them e.g. 'cities are becoming very congested and polluted' or gives a valid named example.  
Accurate use of written communication with some use of specialist terms. **3-4**
- Level 3:** Suggests further reasons or develops points which convey the idea of the contribution of push and pull factors. Accurate use of written communication with appropriate use of specialist terms. **5-6**

**(e) Some settlements are growing whilst others are declining. Use examples you have studied to explain the benefits and problems that arise from either settlement growth or decline.**

- Level 1:** Names an EU country/settlement  
Describes a feature of growth/decline  
Problem/benefit cited and explained in simple terms  
Adequate written communication. **1-3**
- Level 2:** Description of growth/decline includes some place detail.  
A benefit  
AND a problem explained.  
Accurate use of written communication with some use of specialist terms. **4-6**
- Level 3:** Place specific detail of growth/decline given  
Develops both benefits and problems.  
Accurate use of written communication with appropriate use of specialist terms. **7-9**

**GEOGRAPHY GCSE SPECIFICATION C (BRISTOL PROJECT)**  
**ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES**

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

**PAPER TWO (HIGHER TIER)**  
**Section A: PLACES**

Question A1	AO1	AO2	AO3	AO4	TOTAL
QA1(a)				2	2
QA1(b)				2	2
QA1(c)			5	1	6
QA1(d)		6			6
QA1(e)	8	1			9
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>25</b>

Question A2	AO1	AO2	AO3	AO4	TOTAL
QA2(a)				2	2
QA2(b)			2		2
QA2(c)		3		3	6
QA2(d)	3		3		6
QA2(e)	5	4			9
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>25</b>

Question A3	AO1	AO2	AO3	AO4	TOTAL
QA3(a)				2	2
QA3(b)			2		2
QA3(c)		3		3	6
QA3(d)		3	3		6
QA3(e)	8	1			9
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>25</b>



**Section B: PHYSICAL THEMES**

Question B4	AO1	AO2	AO3	AO4	TOTAL
Q B4 (a)				2	2
Q B4 (b)	2				2
Q B4 (c)	3			3	6
Q B4 (d)		6			6
Q B4 (e)	2	2	5		9
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>25</b>

Question B5	AO1	AO2	AO3	AO4	TOTAL
Q B5 (a)			2		2
Q B5 (b)				2	2
Q B5 (c)		3		3	6
Q B4 (d)		3	3		6
Q B4 (e)	7	2			9
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>25</b>

**Section C: HUMAN THEMES**

Question C6	AO1	AO2	AO3	AO4	TOTAL
Q C6 (a)				2	2
Q C6 (b)				2	2
Q C6 (c)		6			6
Q C6 (d)			5	1	6
Q C6 (e)	7	2			9
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>25</b>

Question C7	AO1	AO2	AO3	AO4	TOTAL
Q C7 (a)				2	2
Q C7 (b)			2		2
Q C7 (c)		3		3	6
Q C7 (d)		3	3		6
Q C7 (e)	7	2			9
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>25</b>

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