

Geography A

General Certificate of Secondary Education **1986/1086**

Mark Schemes for the Units

June 2007

1986/1086/3986/MS/R/07

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

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**Mark Scheme 1086/01
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

- 1 It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.
- 2 Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket**. It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive**. The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting**. Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.
- 3 The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

- 1 Marks given should be clearly indicated by ticks at the point which earns the mark (ie on or very close to a key word or at the end of a phrase or sentence which is bracketed).

One tick = one mark. Annotated where necessary.

- 2 Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by the use of pencil ticks.

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

- 3 A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using an agreed symbol (eg an insert symbol).
- 4 Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.
- 5 The following aspects of marking will be referred to in the co-ordination meeting:
 - Development marks
 - Reserve marks
 - Example marks
 - Maximum for 2 components in sub-section
 - Quality of written communication
 - Rubric
 - Examiner's report
- 6 Take your time over the marking. Many parts are not easy to mark.

1 (a) (i) X = Evaporation

(1 mark)

[1]

(ii) Processes such as:

- flows across the surface/surface runoff/runs down hills
- seeps through the rocks/groundwater flow
- seeps through the soil/throughflow
- direct precipitation/it rains on the river
- from tributaries/streams etc

(3 x 1)

[3]

(b) (i) Any of:

- Decrease in/small amounts of groundwater flow/percolation/transpiration
- Increase in speed of/fast channel flow

(1 mark)

[1]

(ii) Ideas as appropriate to process chosen:

Eg percolation decreases because there is less exposed soil/rock; as surfaces are covered by concrete/tarmac (dev)/water goes down gutters/drains instead

1 mark for a simple statement

2 marks for a developed statement

[2]

(c) (i) labelling of flood plain

[1]

(ii) Ideas such as:

People who live there:

- houses flooded/damaged
 - need to evacuate
 - cost of repairs/damage
 - possibility of drowning/death
 - damage to possessions/or examples to MAX 2
- stranded/unable to get to work/school
- need to be rescued by boat
- electricity supplies cut off
- spreads disease etc

Transport:

- bridge/roads flooded
- no transport/unable to use cars
- cars damaged/washed away
- bridge destroyed etc

Farming:

- farm/fields flooded
- crops destroyed/ waterlogged/ they have no food supplies
- animals killed

- machinery damaged
- barns/stores damaged
- soil washed away/eroded/nutrients washed away
- soil fertilised/deposition of fertile silt etc

One mark reserve on each section

[6]

(d) Level 1 (1-2 marks)

Simple statements describing the methods which have been used to reduce the risk of flooding eg

- plant trees
- build dams
- raise height of banks
- use sand bags
- don't build on flood plain

Level 2 (3-4 marks)

Specific statements describing the methods which have been used to reduce the risk of flooding eg

- carry out afforestation on valley sides
- build dams and create reservoirs
- raise height of levees
- carry out dredging
- plant trees to soak up excess water

Level 3 (5 marks)

Uses named example (eg Mississippi).

Detailed and accurate place specific statements (no need to be exhaustive) eg

- afforestation carried out on slopes of Tennessee river
- raised height of levees between Memphis and St. Louis
- carry out regular dredging where river passes through New Orleans
- straighten sections of channel by cutting off meanders

(NB No example = L2 - 3 marks)

[5]

Total [19]

- 2 (a) (i) **Figures plotted on graph** [1]
- (ii) Decreases [1]
- Costs of holidays/flights will become cheap
 - Increase in flights will make areas more accessible
 - New tourist areas will be developed/areas will build more things to do/activities for tourists
 - People will want to see new areas/changing tastes/people want new cultural experiences
 - More promotion of these areas
 - Increasing affluence/higher wages
 - More time available off work etc [3]
- (b) (i) Market – traditional goods/rugs/clothing, different culture
- Pot making – traditional goods, different culture, arts/crafts, murals
- Wild animals/lion – see new animals, safari, not in zoo, animals in natural environment
- Look for 3 different ideas 3 attractions = 2 marks
 2 attractions = 1 mark [2]
- (ii)
- Create more jobs eg in bars etc
 - More income/money for individuals and families ; as a result of regular wages (dev) ; which can be spend on children`s education etc (dev)
 - Income will support development of infrastructure ; eg roads, water supply, schools
 - Opportunity to meet people from other cultures; learn new languages
 - Market for local produce; craft items etc can be sold to tourists
 - Locals can use leisure facilities developed for tourists ; eg wider range of retail outlets, cinemas etc
- 3 @ 1 or development (MAX 2 per line) [3]
- (iii) **Local communities:**
- Jobs are unskilled
 - Jobs are low paid/long hours/exploitation
 - Jobs are seasonal
 - Loss of traditions/culture
 - Loss of privacy
 - Increasing cost of land/loss of homes
 - Farmers forced off land
 - Increase in drug problems/prostitution/pickpocketing
 - Locals offended by tourist dress code
 - Access to alcohol by tourists in areas where it is traditionally banned
 - Loss of local languages
 - Overcrowding of markets/streets
 - Traffic congestion
 - Litter
 - Noise from bars/discos/noise prevents locals from sleeping
 - Water supplies restricted for locals

Natural environment

- sewage in sea
- Vehicles erode vegetation
- hotels spoil scenery
- loss of habitats for new developments
- footpath erosion
- litter
- animal behaviour compromised
- animals killed because of decreasing food supplies
- animals frightened by noise of vehicles etc

3 marks max for each of community and natural environment

[4]

(c) Level 1 (1-2 marks)

Simple statements which describe what is being done to reduce the problems caused by the development of tourism in the area eg:

- Encourage ecotourism
- Reduce number of flights
- Raise cost of air fares/holidays
- Don't build as many hotels
- More litter bins
- More police
- Don't build any more high rise hotels
- Clean up beaches
- Tax tourists
- Educate tourists

Level 2 (3-4 marks)

More specific statements which describe what is being done eg:

- Encourage ecotourism by giving grants to local people to host tourists in their homes
- Reduce number of flights by raising taxes on them
- Raise cost of air fares/holidays by the use of taxation
- Don't build any new hotels which would involve destruction of natural vegetation
- More litter bins and give fines to those who don't use them
- More police on duty in areas near the bars to prevent violence
- Don't give planning permission for any more high rise hotels
- Clean up beaches so that litter is not washed into the sea
- Tax tourists to fund environmental protection
- Educate tourists by putting up signs about the impacts of damage to the environment
-
- Ecotax introduced (now scrapped)

Level 3 (5 marks)

- Uses named example such as Menorca
- Detailed and accurate place specific statements eg the island has been made a biosphere reserve to stress the importance of conserving the natural environment
- New buildings within 250m of the coast cannot be more than two storeys high
- No named example = level 2 maximum (3 marks) **[5]**

Total [19]

- 3 (a) (i)** Arable/crops/commercial/oil seed rape [1]
- (ii)**
- Land is flat/gently sloping/low
 - Plenty of countryside/land/large areas of farmland/open land [1]
- (iii)** Camping/caravan site/woodland [1]
- (iv)**
- Extra income/more money
 - farming is no longer profitable
 - EU grants available
 - To diversify [1]
- (b) (i)** Ingham [1]
- (ii)** Completion on fig 3a [2]
- (iii)** 2.5 km [1]
- (c) (i)** Plotting on 3b [1]
- (ii)** Nettleham
Dunholme
Scampton
Brattleby [1]
- (d) (i)** Cammeringham [1]
- (ii)** Hackthorn/Riseholme/Scampton [1]
- (e) (i)**
- surrounded by countryside/woodland/paths/lake
 - away from urban area so air is clean
 - the village is small/small community
 - Near to Lincoln for access to shops/jobs
 - A46 road nearby/access to Lincoln/good access
 - No main road goes through it
 - school
 - Golf course/club house
 - Pub
 - Church
 - Post office [2]

(ii) Level 1 (1-2 marks)

Simple statements which describe possible problems:eg:

- more noise
- more dust
- more cars/congestion
- spoil look of area
- parking problems
- pressure on services

Level 2 (3-4 marks)

More specific statements which describe possible problems:eg:

- new houses will look out of place in the village
- parking will be a problem because the road is narrow
- trees will be cut down to make room for the extra houses
- noise from construction/noise prevents people from sleeping

Level 3 (5 marks)

A comprehensive answer with three or more Level 2 statements

[5]

Mark Scheme 1086/02
June 2007

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- 6 Take your time over the marking. Many parts are not easy to mark.

- 1 (a) (i) X = Transpiration
Y = Groundwater flow
- (2 x 1) [2]
- (b) (i) Any two of:
Less infiltration in urban areas
Less percolation in urban areas
Increase in speed of channel flow in urban areas
- (2 x 1) [2]
- (ii) Ideas such as:
Buildings are built on the flat land where river may naturally flood
Rapid overland flow is more likely as areas will be covered with tarmac/
impermeable surface.
Therefore water will get to the river more quickly/increase peak
discharge
Natural vegetation no longer present to intercept precipitation/deforestation
Drains will channel water more rapidly to rivers etc
- (3 x 1) [3]
- (c) Ideas such as:
Greater population density on flood plains in LEDCs
Less investment in management schemes in LEDCs
Less technology available for management schemes in LEDCs
Many people are dependent on agriculture on flood plains in LEDCs
Destruction of crops more devastating to subsistence farmers in LEDCs: MEDCs can
import foods so people don't starve
Warning/prediction/forecasting of floods better developed in MEDCs
Poorer quality buildings in LEDCs/more likely to be destroyed by floods
Insurance protection more likely in MEDCs
Water borne disease more likely in LEDCS
Poor transport infrastructure in LEDCs
Less investment in emergency services in LEDCs etc
- (5 x 1 or development) [5]

(d) Level 1 (1-3 marks)

Statements including limited detail describing the methods which have been used to reduce the risk of flooding

(eg stop deforestation/carry out afforestation, build dams, raise height of embankment, carry out dredging etc)

Level 2 (4-6 marks)

More developed statements describing the methods which have been used to reduce the risk of flooding

(eg stop deforestation/carry out afforestation to increase interception/reduce speed at which flood water reaches river, build dams and create reservoirs to control fluctuations in flow of water, raise height of embankments so channel capacity will be increased, carry out dredging so less water is displaced etc)

Level 3 (7 marks)

Uses named example (eg Mississippi)

Comprehensive and accurate place specific statements

At least three developed statements describing different methods

(eg TVA carried out afforestation on slopes of Tennessee river to increase interception/reduce speed at which flood water reaches river

Raise height of levees between Memphis and St Louis so channel capacity will be increased

Carry out regular dredging between New Orleans and the Gulf of Mexico

Straighten sections of channel by cutting off meanders to encourage the water to be released from the river more rapidly)

No named example = Level 2 maximum (6 marks)

[7]

Coastal flooding = Level 2 maximum 4 marks

TOTAL [19]

- 2 (a) Increase in urban proportion/decrease in rural proportion
Particularly marked between 1981 and 1991
Levels off since 1991/2001 etc
Credit use of 2 figures
(2 x 1) [2]
- (b) (i) Ideas such as:
Work in cities
In the mines
(2 max on work)
Cities are well served by communications/road/rail- 2 max
Which may attract industry
Trade with Zimbabwe/South Africa which creates more work in commercial activities
or bring in supplies of imported food
More likely to have water supply/ clean/ regular/piped
As there are dams and rivers close by
Which may also supply electricity
International migration from Zimbabwe etc
(5 x 1 or development) [5]
- (ii) Ideas such as:
Overcrowding/ overpopulation
Inadequate supplies of housing
Growth of squatter settlements/ illegal housing
Pressure on services/hospitals/education etc (MAX 2)
Lack of sanitation/diseases spread rapidly/ poor water supply
Unemployment
Increase in crime rates eg muggings
Social problems eg drugs, prostitution
Shortages of food etc
Road congestion
Pollution – 2 max if developed
(5 x 1 or development) [5]
- (c) **Level 1 (1-3 marks)**
Statements including limited detail describing the attempts which have been used to improve quality of life
(eg provide better hospitals, give people clean water, create jobs, collect/clear up refuse)
- Level 2 (4-6 marks)**
More developed statements describing the methods which have been used to improve quality of life
(eg dig ditches/build reservoirs to create piped water supply system, install water pumps to be shared by residents, council waste disposal scheme to collect refuse, attract industries so factory jobs are available etc)
- Level 3 (7 marks)**
Uses named example (eg Kolkata)
Comprehensive and accurate place specific statements
At least three developed statements describing different methods
(eg council waste disposal scheme to collect refuse from squatter settlement on edges of Hoogly river
People to be involved in self help schemes improving their homes by digging drains and installing sewage pipes

Build reservoirs to create piped water supply system to bustees)
No named example = Level 2 maximum (6 marks)
MEDC city = Level 2 maximum (4 marks)

[7]

Total [19]

- 3 (a) (i)** 14% (Accept 13-15) **[1]**
- (ii)** Proximity to where most tourists come from
 Low-cost flights
 High level of disposable income
 Attraction of S. European climate
 Traditional destinations – people know what to expect
 New tourist areas being developed eg E Europe etc
- 2 x 1 mark **[2]**
- (iii)** Europe **[1]**
 East Asia & Pacific
 N & S America
- (b)** Create more jobs
 More income for individuals and families
 Income will support development of infrastructure eg roads, water supply
 Jobs are unskilled so less incentive to introduce new skills
 Loss of traditions or they become tourist attractions
 Farmers forced off traditional grazing lands
 People leave traditional jobs to work in tourism
 Increase in drug problems fuelled by tourist revenues etc
- Credit 5 x 1 mark or development **[5]**
- (c)** Environment destruction or damage
 eg: sewage in sea
 mini buses ruin savanna
 hotels spoil scenery
 loss of habitats for new developments
 footpath erosion
 litter on beaches etc **[3]**

(d) Level 1 (1-3 marks)

Statements including limited detail which describe the strategies for sustainability eg:

- Local customs are being protected
- Local languages are being preserved
- Protection of natural environments
- Limit on large scale developments

Level 2 (4-6 marks)

More developed statements which describe the strategies eg:

- Local customs are taught to children in schools so that they can promote these customs with tourists
- All place names are signposted in traditional language
- Building restrictions on new hotels to reduce eyesores
- Bridle path along coast to encourage more walking
- Ecotax introduced to fund environmental protection (now scrapped)
- Consult local people before changes are made

Level 3 (7 marks)

Uses named example such as Menorca

Comprehensive and place specific statements which describe different strategies

Must contain 3 Level 2 statements and be place specific

eg The UN has declared the island a biosphere reserve to stress the importance of conserving the natural environment

New buildings within 250m of the coast cannot be more than two storeys high

No named example = Level 2 maximum (6 marks)

UK example = Level 2 maximum (4 marks)

[7]

TOTAL [19]

- 4 (a) (i) Ideas such as:
Mainly in the northern/north west part
Many around Jamari
Close to major road/railway etc
Clustering
In rainforest

(2 x 1) [2]
- (ii) Any two of:
Road building/ railways
Urban development
HEP schemes
Logging/ furniture
Ranching
Commercial crop cultivation
Slash and burn/shifting cultivation etc
Lodges/ camps for tourists

(1 mark for two causes) [1]
- (b) (i) Sunlight/rock/rainfall etc

(1 mark) [1]
- (ii) A Removal of minerals from soil/ nutrients washed away
B Water absorbed by plants is evaporated into the atmosphere/converted into water vapour

(2 x 1 mark) [2]
- (iii) Ideas such as:
trees use nutrients from soil/ roots take up nutrients
leaves rot/turn into humus
which enriches soil for further use by plants
leaf fall
Decomposition of organic matter

(2 x 1 mark) [2]
- (c) Ideas such as:
Biological Reserves/National Park etc will ensure species will be conserved for future so that food chains/ecosystems will not be completely destroyed
Resources can still be exploited from some parts of rainforest without all of it being destroyed; through regulations/ laws/ fines
National Park may encourage ecotourism; education/ examples
Indian Reserves will ensure local lifestyles are retained, shifting cultivation/ rubber tapping

(4 x 1 or development) [4]

(d) Level 1 (1-3 marks)

Statements including limited detail describing the effects of acid rain on people or environment

(eg kills trees, makes water in lakes acidic, washes nutrients from soil, damages buildings, makes some people ill etc)

Level 2 (4-6 marks)

More developed statements which describe the effects of acid rain on people or environment

(eg damages trees by acid water falling onto foliage, acid water in soils makes it more difficult for roots to take up nutrients, makes water in lakes acidic reducing animal life which can survive in them, washes nutrients from soil particularly aluminium which is toxic in water, damages stonework of old limestone churches and monuments, corrosion of water pipes, cause of diarrhoea in children etc)

Level 3 (7 marks)

Uses named example or examples (eg Scandinavia)

Comprehensive and accurate place specific statements, which must refer to both people and environment

At least 3 developed statements

(eg damaged trees in the Erzgebirge mountains in the Czech Republic by acid water falling onto foliage, acid water in soils makes it more difficult for roots to take up nutrients

Makes water in lakes acidic reducing animal life which can survive in them, out of 18000 Swedish lakes 18000 have been seriously damaged by acidification

Damages stonework, it is estimated that the Acropolis in Athens has deteriorated as much in the last 20 years as the previous 2000 years)

No named example = Level 2 maximum (6 marks)

[7]

Total [19]

- 5 (a) (i) Arable/crops/ oil seed rape (reserve mark)
 Land is flat/gently sloping
 Suitable for machinery
 Lowland area/ 20- 30 m
 Plenty of countryside/ open space/ large fields (3 @1) [3]
 Well drained/ irrigation
- (ii) Camping and caravan site /woodland [1]
- (iii) Extra income/more money
 Farming is no longer profitable
 EU grants/ subsidies
 Competition from cheaper producers
 Set-aside
 Fast growing leisure industry (2@1)
 [2]
- (b) (i) Hackthorn [1]
- (ii) Plotting on Fig 5a [1]
- (iii) **Level 1 (1-2 marks)**
 Limited description of attractions in and around the villages:
 eg: open countryside
 access to/near to Lincoln
 local services – pub/school
 golf course
 1 L1 statement = 1 mark
 2 L1 statements = 2 marks
- Level 2 (3-4 marks)**
 More developed statements which describe attractions and are linked to map evidence:
 eg: open countryside and footpaths for walking
 access to/near to Lincoln along the A46/B1398
 local services such as school in Welton
 golf course for relaxation
 1 L2 statement = 3 marks
 2 L2 statements = 4 marks
- Level 3 (5 marks)**
 2 L2 statements + supporting grid reference (4 or 6 figure as appropriate) [5]

(c) Level 1 (1-2 marks)

Limited explanation of why people have contrasting attitudes:

eg: increased noise

more cars on the road/increased congestion

new houses will spoil residents' views

more work for builders

1 L1 statement = 1 mark

2 L1 statements = 2 marks

Level 2 (3-5 marks)

More developed statements which explain why people have contrasting attitudes;

eg: increased noise during demolition and construction

the road is narrow so parking will be a problem with more new residents

new houses will look out of place in a traditional village

increase in business and income for local builders and traders

meets the demand for new houses in the village from young people

1 L2 statement = 3 marks

2 L2 statements = 4 marks

3 L2 statements = 5 marks

Level 3 (6 marks)

Answer must be comprehensive

Must include reasons in favour and against the development

3 L2 statements including reference to contrasting attitudes

(for & against) = 6 marks

[6]

Total [19]

Mark Scheme 1986/01
June 2007

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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
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MECHANICS OF MARKING

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One tick = one mark. Annotated where necessary.

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Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

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 - Development marks
 - Reserve marks
 - Example marks
 - Maximum for 2 components in sub-section
 - Quality of written communication
 - Rubric
 - Examiner's report
- 6 Take your time over the marking. Many parts are not easy to mark.

- 1 (a) (i) Where two plates meet/join together/collide/edge of plate etc (1 mark) [1]
- (ii) NE (1 mark) [1]
- (iii) Ideas such as:
- Plates converge/push against each other/Indian plate moves towards Eurasian plate;
 - Indian plate is forced down/subduction;
 - Creates pressure/friction between two plates/locking together;
 - Pressure released along fault line/jerks free/moves suddenly etc. (3 @ 1 mark) [3]
- (b) (i) Plotted on graph (1 mark) [1]
- (ii) Statement C (1 mark) [1]
- (iii) Ideas such as:
- variation in population density/building density/rural or urban;
 - level of development of area;
 - location of epicentre/proximity to earthquake;
 - time of earthquake;
 - level of preparedness;
 - building strength/quality;
 - presence of high rise buildings/structures;
 - road quality/design;
 - safety precautions relating to buildings;
 - emergency services availability;
 - education about what action to take/earthquake drills;
 - variation in long term effects;
 - strength of earthquake;
 - efficiency of post earthquake evacuation;
 - location on land/sea/likelihood of tsunami
 - type of rock/underlying structure etc. (3 @ 1 mark) [3]
- (c) Ideas such as:
- Construction of earthquake proof/stronger/reinforced/stable buildings/structures/roads - details to 4 maximum
 - Legislation re. building standards;
 - Build on solid rock/avoid building in high risk areas; e.g. on clay;
 - Earthquake drills;
 - Plan areas of open space;
 - Earthquake survival kits; details to MAX 2
 - Education about what to do in an earthquake;
 - Don't build high rise buildings;
 - Availability of post earthquake aid etc. (4 @ 1 or development) [4]
- NB MAX 2 marks development on each line except line 1.

(d) Level 1 (1-2 marks)

Simple, brief statements which describe the effects of an earthquake e.g.:
(people killed, homes destroyed, roads destroyed, fires, injuries, bridges collapse,
lost business, loss of medical supplies.)

Level 2 (3-4 marks)

More specific statements with further details which describe the effect e.g.:
(number of people killed, gas/electricity cables snapped causing fires, homes
destroyed so people were homeless.)

Level 3 (5 marks)

Uses named example such as Kobe.

Detailed and accurate place specific statements.

(E.g. The bullet train track was destroyed by earth movements, part of the Hanshin
Expressway collapsed which stopped people getting to work, 4500-5500 people
were killed.)

No named example = level 2 maximum (3 marks)

[5]

Total [19]

- 2 (a) (i) 5km (1 mark) [1]
- (ii) 1 mark for marking supermarket in correct segment (shopping services)
1 mark for marking supermarket at 3km distance
(2 x 1 mark) [2]
- (iii) Ideas such as:
• people will travel far for higher order services/not far for low order;
• some services are likely to be used less frequently than others;
• some centres offer more shops/wider range/opportunity to shop around/bigger shops;
• some services may have a larger sphere of influence;
• people will travel to buy specialist goods;
• people will travel a long way for essential services;
• some services are only found further away from people`s homes;
• some people don`t like the services near their homes;
• expense/quality of services;
• accessibility of services etc.
(3 x 1 mark or development) [3]
- (b) (i) Ideas such as:
• densely populated/built up/lack of open space/urban;
• terraced housing/houses joined together;
• factory buildings;
• brick built;
• two/three storey;
• victorian/old;
• small houses;
• doors open onto pavement/no (front) garden etc;
• straight;
• right angles to each other;
• houses/buildings with chimneys;
• narrow road/single carriageway;
• with a pavement/footpath;
• parking areas along road/no garages;
• Restricted parking;
• telephone wires;
• satellite dishes;
• lamp posts/street lights;
• One way street
• Some houses may have been improved/new roofs/new windows etc
(3 x 1 mark) [3]

(ii) Ideas such as:

- houses may not have amenities (or eggs)/to build houses with amenities (or eggs)/to build better quality/new houses;
- construction of high rise to fit more people in;
- houses may have fallen into disrepair/or specifics e.g. damp;
- to use land for retail park/supermarket/shops;
- or for new roads;
- or industrial estate/office park;
- or leisure facilities
- or to provide open space etc.

(2 @ 1 mark)

[2]

(iii) Ideas such as:

- they may not want to move/they like living there/they have lived there all their life/they want to avoid the `hassle` of moving;
- they may not be able to afford new housing;
- or would have to travel further to work or CBD/housing is ideally located for industry/CBD;
- factories are providing local employment/they would have to find work elsewhere;
- demolition of housing would destroy the community/they may have many friends/family in the area;
- houses may be structurally sound/cheaper to improve them;
- warehouses and factories may be historic/have preservation orders;
- some improvement of existing housing seems to have taken place;
- their children would have to change schools;
- work in progress would be dirty/noisy/dusty/dangerous etc;
- worries about potential impacts of new developments etc.

(3 x 1 mark)

[3]

(c) Level 1 (1-2 marks)

Simple statements describing attempts at traffic management

(e.g. new/more/bigger roads, better public transport, pedestrianisation/ban cars, traffic lights, roundabouts, double yellow lines, speed bumps, car parks, more buses etc)

Level 2 (3-4 marks)

More specific statements which describe attempts at traffic management

(E.g. new outer ring road built, introduction of trams, pedestrianisation of streets in CBD, speed bumps to reduce speed of traffic, roundabouts to speed up traffic flow; tidal flow system, park and ride car parks, development of underground transport etc)

Level 3 (5 marks)

Detailed and accurate place specific statements (no need to be exhaustive)

Uses named example (e.g. Sheffield)

(E.g. introduction of Supertram network, integrated with bus and train services, pedestrianisation of streets such as the Moor and Fargate in CBD)

No example = L2 (3 marks)

[5]

Total [19]

- 3 (a) (i) Figures plotted on graph [1]
- (ii) Decreases [1]
- (iii)
- Costs of holidays/flights will become cheap
 - Increase in flights will make areas more accessible
 - New tourist areas will be developed/areas will build more things to do/activities for tourists
 - People will want to see new areas/changing tastes/people want new cultural experiences
 - More promotion of these areas
 - Increasing affluence/higher wages
 - More time available off work
 - More elderly people/retired people etc [3]
- (b) (i) Market – traditional goods/rugs/clothing, different culture
- Pot making – traditional goods, different culture, arts/crafts, murals
- Wild animals/lion/wildlife – see new animals, safari, not in zoo, animals in natural environment
- Look for 3 different ideas
3 attractions = 2 marks
1/2 attractions = 1 mark [2]
- (ii)
- Create more jobs e.g. in bars etc
 - More income/money for individuals/families/country; as a result of regular wages (dev) ; which can be spent on children`s education etc (dev)
 - Income will support development of infrastructure ; e.g. roads, water supply, schools
 - Opportunity to meet people from other cultures; learn new languages
 - Market for local produce; craft items etc can be sold to tourists
 - Locals can use leisure facilities developed for tourists ; e.g. wider range of retail outlets, cinemas etc
3 @ 1 or development (MAX 2 per line) [3]

(iii) Local communities:

- Jobs are unskilled
- Jobs are low paid/long hours/exploitation
- Jobs are seasonal
- Loss of traditions/culture
- Loss of privacy
- Increasing cost of land/loss of homes
- Farmers forced off land
- Increase in drug problems/prostitution/pickpocketing
- Locals offended by tourist dress code
- Access to alcohol by tourists in areas where traditionally banned
 - Loss of local languages
 - Overcrowding of markets/streets
 - Traffic congestion
 - Litter
 - Noise from bars/discos/noise prevents locals from sleeping
 - Water supplies restricted for locals

Natural environment

- sewage in sea
- Vehicles erode vegetation
- hotels spoil scenery
- loss of habitats
- footpath erosion
- litter
- animal behaviour compromised
- animals killed because of decreasing food supplies
- animals frightened by noise of vehicles
- forest fires
- air pollution from cars/exhaust fumes etc

3 marks max for each of community and natural environment

[4]

(c) Level 1 (1-2 marks)

Simple statements which describe what is being done to reduce the problems caused by the development of tourism in the area e.g.:

- Encourage ecotourism
- Reduce number of flights
- Raise cost of air fares/holidays
- Don't build as many hotels
- More litter bins
- More police
- Don't build any more high rise hotels
- Clean up beaches
- Tax tourists
- Educate tourists

Level 2 (3-4 marks)

More specific statements which describe what is being done e.g.:

- Encourage ecotourism by giving grants to local people to host tourists in their homes
- Reduce number of flights by raising taxes on them
- Raise cost of air fares/holidays by the use of taxation
- Don't build any new hotels which would involve destruction of natural vegetation
- More litter bins and give fines to those who don't use them
- More police on duty in areas near the bars to prevent violence
- Don't give planning permission for any more high rise hotels
- Clean up beaches so that litter is not washed into the sea
- Tax tourists to fund environmental protection
- Educate tourists by putting up signs about the impacts of damage to the environment
- Ecotax introduced (now scrapped)

Level 3 (5 marks)

- Uses named example such as Menorca
- Detailed and accurate place specific statements e.g. the island has been made a biosphere reserve to stress the importance of conserving the natural environment
- New buildings within 250m of the coast cannot be more than two storeys high
- No named example = level 2 maximum (3 marks) **[5]**

Total [19]

- 4 (a) (i) **Waste from industrial areas:**
discharged through pipes into river/dumped into rivers/pumped to the rivers;
- Chemicals from farmland:**
chemicals/fertilizers/pesticides washed (from soil) into river/surface runoff of chemicals/leaching of chemicals/throughflow/groundwater flow etc.
(2 @ 1 mark) [2]
- (ii) Ideas such as:
- death of sea birds/fish/plants/creatures etc;
 - by oiling feathers;
 - by poisoning;
 - by reducing oxygen supply;
 - by reducing food sources;
 - by destroying habitats;
 - which could endanger species;
 - or have adverse impacts on food chains;
 - eutrophication
 - algal blooms etc.
- (3 @ 1 mark) [3]
- (iii) Ideas such as:
- legislation/fines for polluters;
 - better treatment/filtering of waste in factories/sewage works etc;
 - improve monitoring/enforcement;
 - treatment of sewage/use on farmland/bury it;
 - recycling of industrial waste;
 - clean up the water in the river;
 - ban the use of the river by boats/tankers
 - take waste further out to sea;
 - organic farming/use less chemicals on farms;
 - pick up litter/litter bins etc.
- (2 @ 1 mark) [2]
- (b) (i) into the sea.....200
(2 @ 1 mark) [2]
- (ii) Sewage will be further out to sea/sewage is out to sea rather than in estuary/sewage is nearer fishing grounds/sewage is now dumped nearer the fishing grounds/sewage used to be dumped near the resort etc.
(1 mark) [1]
- (iii) A Hotel owners in the resort will benefit;
as more tourists will visit the area;
as a result of less pollution on the beach;
increased income/business;
the reputation of the area will improve etc.

- B Fishermen from the port will be unhappy as fish are dying;
 Catches are likely to be reduced/there are less fish to catch;
 which could result from a larger offshore area being polluted;
 loss of money/trade;
 loss of jobs;
 poisoned fish cannot be sold;
 price of fish goes up etc.

(NB Accept argument that fishermen for shellfish and crustaceans in the estuary could benefit as pollutants are being taken further out to sea/diluted)

(4 at 1 mark with maximum of three marks on each section)

[4]

(c) Level 1 (1-2 marks)

Simple statements describing the advantages and/or disadvantages of mining/quarrying to local people.

(E.g. work/jobs, income, noise, dust, more traffic, visual intrusion, water pollution, air pollution etc.)

Level 2 (3-4 marks)

More specific statements describing the advantages and/or disadvantages of mining/quarrying to local people.

(E.g. work for unskilled people, multiplier effect, work in transportation, regular income, noise from blasting, dust causes asthma, more heavy lorries, visual impacts put tourists off, exhaust fumes/air pollution from lorries/machines etc)

Level 3 (5 marks)

Uses named example (e.g. limestone quarry at Wirksworth, Derbyshire).

Accurate place specific statements dealing with at least one advantage and at least one disadvantage.

(E.g. work for unskilled people who live in nearby villages and towns such as Matlock, more heavy lorries travelling along A6, work in transportation, noise from blasting for people who live in Wirksworth, etc)

No named example = level 2 maximum (3 marks)

[5]

Total [19]

Assessment of quality of written communication

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (e.g. case studies) are likely to be most useful in your assessment.

- 0 Candidate makes little attempt throughout the paper to communicate in written form.
- 1 Candidate is able to communicate in written form, though the message is not always clear.
- 2 Candidate communicates clearly by writing brief, simplistic statements, using everyday language.
- 3 Candidate generally communicates effectively, using specialist terms in some answers.
- 4 Candidate communicates effectively throughout, and uses specialist terms where appropriate.

Mark Scheme 1986/02
June 2007

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A Guide to marking case studies on 1986/02

Case study answers are credited at three levels:

Level 1: statements which include **limited detail**

- 1 limited detail or simple statement = 1 mark (L1)
- 2 limited detail or simple statements = 2 marks (L1)
- 3 limited detail or simple statements = 3 marks (L1)

Level 2: more developed statements

- 1 more developed statement = 4 marks (L2)
- 2 more developed statements = 5 marks (L2)
- 3 more developed statements = 6 marks (L2)

Level 3: must be **place specific** with a named and located example

But named example by itself does not make it a Level 3 answer

Answer must be **comprehensive** and **accurate**

1 or more statements which make an answer comprehensive, accurate and place specific = 7 marks (L3)

To be comprehensive an answer must include either three different ideas or must answer all parts of the question (e.g. human and natural consequences).

A guide to whether an answer is place specific is to cover up or ignore the named example and see if the remainder of the answer informs you where it is about.

To reach L3 only one statement needs to be place specific.

Occasionally the case study may refer to a natural feature. A level 3 answer must then be **process** specific.

- 1 (a) Indian plate moving north eastwards/towards Eurasian plate/plates converge/plates collide
 Plate is forced down/subduction
 Creates pressure/friction between two plates
 Pressure released along fault line/jolt/sudden jerk
 Release shock waves
 Convection currents
 Single point marking. [4]
- (b) (i) No relationship between power of an earthquake and number of deaths
 Supporting data from table for 2 contrasting earthquakes [2]

- (ii) Ideas such as:
- magnitude
 - variation in population density/building density
 - level of development of area/LEDC or MEDC/rich or poor
 - location of epicentre
 - time of earthquake
 - level of preparedness/evacuation drills/safety precautions/education to 2 max
 - building strength/quality/earthquake proof to 2 max
 - emergency services availability/well trained/infrastructure to 2 max
 - long term effects e. g no shelter/disease/water
 - Geology such as liquefaction, weak ground
 - Landslides on sloping ground
 - Effects on coastal areas; tsunami/low-lying
 - Danger of after shocks
- 6 x 1

[6]

(c) **Level 1 (1-3 marks)**

Statements including limited detail which describe the effects of an earthquake on people or the economy e.g.:

- people killed
- buildings/houses/factories destroyed
- roads destroyed
- fires
- injuries
- bridges collapse
- lost business

Level 2 (4-6 marks)

More developed statements which describe the effects on people or the economy e.g.:

- number of people killed
- electricity cables snapped
- cost of damage
- tourist industry ruined
- lost profits

Level 3 (7 marks)

Uses named example such as San Francisco

Comprehensive and place specific statements which must refer to both people and the economy

Must contain 3 level 2 statements and be place specific

E.g. Many homes were destroyed in the Marina district because they were built on reclaimed land

Part of the Bay Bridge collapsed which stopped people getting to work and forced businesses to close

No named example = level 2 maximum

[7]

Total [19]

2 (a) (i) B = bar
C = tombolo 2 x 1 [2]

(ii) C B A 3 correct = 2 marks
1 or 2 correct = 1 mark [2]

(iii) Sand and shingle moved along shore/longshore drift
Waves break at an oblique angle/swash moves sand and shingle up and along beach/wind blows waves at an angle
Backwash drags sand and shingle back down beach
At break in coastline sand and shingle are moved across mouth of river
Material is deposited
Alternative currents may curve end of spit
Salt marsh and mud flats build up in protected water behind spit
Repeated/continuous process
4 x 1 [4]

(b) Level 1 (1-3 marks)

Statements including limited detail which describe the effects of erosion on the human or physical environment e.g.:

- cliffs collapse
- coastline retreats
- farms/hotels/homes/coastal roads disappeared into sea
- jobs put at risk
- named landforms e.g. cave.

Level 2 (4-6 marks)

More developed statements which describe the effects on the human or physical environment e.g.:

- caravan sites/golf courses under threat from erosion
- farms/hotels/homes/coastal roads disappeared into the sea
- coast is retreating at a rate of 2-3m per year
- sequence of landforms e.g. caves are worn through headland to create an arch
- arch to stack
- tourist industry ruined due to loss of beach.

Level 3 (7 marks)

Uses named example such as Holderness coast

Comprehensive and place specific statements which must refer to both human and physical environment

Must contain 3 level 2 statements and be place specific e.g. in Withernsea and Hornsea tourist facilities along the coast such as caravan sites are under threat from erosion

The coast is retreating by two metres per year

29 villages have disappeared into the North Sea since Roman times

No named example = level 2 maximum (6 marks)

Coastal deposition = 0

[7]

(c) Factors such as:

- cost of scheme relative to what is under threat; cost of future maintenance; use of figures; to 2 max
 - life-span of protective scheme
 - is the need for planned or emergency action
 - ability of local authority to pay for scheme/availability of taxes
 - visual intrusion/aesthetic quality of scheme/scenic attraction; to 2 max
 - effects on other areas down the coast
 - pressure from lobbying groups – e.g. tourist organisations, farmers
 - population density in the area
 - quality of beach attracting many tourists
 - type of physical processes causing destruction
 - different geology
 - value of land
 - impact on tourism
- Credit 4 x 1 mark

[4]**TOTAL [19]**

- 3 (a)** Population density: a measure of the average number of people per unit of area/per sq km
Population structure: make up of the population of an area or country by age and sex
(2 x 1) **[2]**
- (b) (i)** 21.5% (allow 21.4 to 21.6)
(1 mark) **[1]**
- (ii)** Ideas such as:
- more/greater percentage of children in LEDC/wider base
 - more/greater percentage of older people in MEDC/wider apex
 - more/greater proportion of economically active in MEDC
 - LEDC pyramid more likely to be more pyramid shaped etc
- (3 x 1) **[3]**
- (c) (i)** 360 – 385 km
(1 mark) **[1]**
- (ii)** Transport – few roads/railways; isolated; lack of accessibility
Terrain – steep/mountainous; sandy; difficult to build on
Climate – arid; extremes of temperature; no water supply; shade; shelter
Soil – thin/lacking; unable to grow crops; graze animals
Existing land use – restricted areas; Game or Nature Parks; diamond mines
Resources – lack of woodland/forest; no firewood/energy supplies; no building materials
2 max on each idea
(5 x 1 or development) **[5]**
- (d) Level 1 (1-3 marks)**
Statements including limited detail explaining the high population density
(E.g. availability of jobs, temperate climate, good communications, flat land).
- Level 2 (4-6 marks)**
More developed statements explaining the high population density
(E.g. availability of jobs in factories and offices, centrally located within motorway network and can easily travel in all directions, flat land so construction is easy etc)
- Level 3 (7 marks)**
Uses named example or examples (e.g. Greater London)
Comprehensive and accurate place specific statements
At least three developed statements explaining high population density
(E.g. availability of jobs in the capital city in banks and offices in the City financial area, can easily travel in all directions by motorways which are linked by the M25 which encircles the main part of the urban area
Growth around bridging points of River Thames etc)
No named example = Level 2 maximum (6 marks) **[7]**

TOTAL [19]

- 4 (a) Arrangement of settlements in an area in order of size/number of services/importance.
(1 mark) [1]
- (b) (i) A larger settlements have greater number of services/positive correlation
B the larger the settlements the less of them there will be/negative correlation.
(2x1) [2]
- (ii) X does not fit the general relationship as it has more services than one would expect for a settlement of that population size
Y does not fit the general relationship as it has less services than one would expect for a settlement of that population size
(1 mark) [1]
- (iii) X could be:
- a tourist resort
 - where visitors use services
 - out of town shopping centre
 - people come from outside area
 - village with essential services
 - customers from surrounding villages
- (iii) Y could be:
- a dormitory/commuter settlement
 - where people tend to use services in nearby towns/cities/near their places of work etc
 - closure of factory/mine
 - multiplier effect on local services
 - shanty town
 - influx of immigrants
- [2]
- (c) (i) Ideas such as:
- areas in need of regeneration/old buildings/run down/empty factory
 - to use for high rise flats/new housing
 - for warehouses/industrial estates/retail parks/expansion of CBD
 - inner ring road etc
- [2]
- (ii) Ideas such as:
- this will be a lower cost solution
 - current residents may not be able to afford new housing
 - residents would have to travel further to work or CBD/housing is ideally located for industry/CBD
 - demolition of housing would destroy the community/improvement of existing housing stock will not destroy the community etc
 - new buildings are poor quality
 - residents have always lived there
 - preserve heritage of buildings
 - disruption during regeneration
- (4 x 1 or development) [4]

(d) Level 1 (1-3 marks)

Statements including limited detail describing attempts at traffic management
(E.g. new roads, better public transport, pedestrianisation, Park and Ride, Bus lanes,
cycle ways and congestion charge etc)

Level 2 (4-6 marks)

More developed statements which describe attempts at traffic management
(E.g. new outer ring road built, introduction of trams and more regular services)

Level 3 (7 marks)

Uses named example or examples (e.g. Sheffield)
Comprehensive and accurate place specific statements
At least three developed statements describing different strategies
(E.g. introduction of Supertram network
Integrated with bus and train services
Pedestrianisation of streets such as the Moor and Fargate in CBD)
No named example = Level 2 maximum (6 marks)
LEDC example = Level 2 maximum (4 marks)

[7]**TOTAL [19]**

- 5 (a) (i) 14% (accept 13-15)
- (ii) Proximity to where most tourists come from/accessible
 Low-cost flights/ferries
 High level of disposable income
 Attraction of S European climate/Alps for skiing
 Traditional destinations – physical 1 mark, human 1 mark
 New tourist areas being developed e.g. E Europe etc
 2 x 1 [2]
- (iii) Europe
 East Asia & Pacific
 N & S America [1]
- (b) Create more jobs
 More income for individuals and families
 Income will support development of infrastructure e.g. roads, water supply
 Jobs are unskilled so less incentive to introduce new skills
 Loss of traditions or they become tourist attractions
 Farmers forced off traditional grazing lands
 People leave traditional jobs to work in tourism
 Increase in crime problem fuelled by tourist revenues etc
 Changing culture
 Increase in prices
 Tourists take all water
 Exploitation by holiday companies
 Rural to urban migration
 Credit 5 x 1 mark or development [5]
- (c) Environment destruction or damage e.g.
- sewage in sea/water pollution
 - hotels spoil scenery
 - loss of habitats
 - soil erosion
 - litter etc
 - animals scared
 - loss of mating areas
 - loss of environment – coral/forest/beach/savannah
 - air pollution
- 3 x 1 [3]

(d) Level 1 (1-3 marks)

Statements including limited detail which describe the strategies for sustainability
e.g.:

- local customs are being protected
- local languages are being preserved
- protection of natural environments
- limit on large scale developments

Level 2 (4-6 marks)

More developed statements which describe the strategies e.g.:

- local customs are taught to children in schools so that they can promote these customs with tourists
- all place names are signposted in traditional language
- building restrictions on new hotels to reduce eyesores
- footpath along coast to encourage more walking
- Ecotax introduced to fund environmental protection (now scrapped)
- Consult local people before changes are made

Level 3 (7 marks)

Uses named example such as Menorca

Comprehensive and place specific statements which describe different strategies

Must contain 3 level 2 statements and be place specific

E.g. the UN has declared the island a biosphere reserve to stress the importance of conserving the natural environment

New buildings within 250m of the coast cannot be more than two storeys high

No named example = level 2 maximum (6 marks)

UK example = Level 2 maximum (4 marks)

Example from outside EU = Level 2 maximum (4 marks)

[7]

TOTAL [19]

- 6 (a)** Coal decreased: 42 to 39
 Nuclear decreased: 28 to 23
 Gas increased: 22 to 33
 Oil decreased: 5 to 1 or 2
 Wind increased: 1 to 3
 Hydro decreased: 2 to 1
- Allow tolerance of +1/-1
 No percentage = 1 max
 No figures = 1 max for both changes
 2 x 1 **[2]**
- (b) (i)** No atmospheric pollution/carbon dioxide emissions
 Use little land
 No waste
 Renewable/not fossil fuels
 2 x 1 **[2]**
- (ii)** Ideas such as:
- high cost of developing technology to produce sustainable supplies in large quantities
 - present schemes are all small scale; supply local demand only
 - economic/political influence of main energy producers
 - high maintenance costs
 - opposition to wind farms
 - physical constraints of to 3 max
 - apathy
- (5 x 1 or development) **[5]**
- (c)** Ideas such as:
- competition from cheaper overseas producers
 - loss of foreign markets
 - decline in use for electricity generation in UK as cheaper imports of electricity are used
 - gas-fired power stations replaced coal-fired
 - environmental concerns of carbon dioxide and sulphur dioxide emissions
 - many of the more accessible/profitable seams exhausted
 - loss of markets e.g. iron and steel, domestic etc
 - government encouraging other energy sources
- 3 x 1 **[3]**

(d) Level 1 (1-3 marks)

Statements including limited detail which describe the effects of change in production on either the local community or economy e.g.:

- jobs lost/created
- shops make more/less profit
- noise and dust pollution
- effect on house prices

Level 2 (4-6 marks)

More developed statements which describe the effects e.g.:

- jobs lost not only in the open-cast mine but also in local transport firms
- local residents are united in their opposition to the eyesore of the wind turbines
- local roads have been widened to allow lorries to take out coal

Level 3 (7 marks)

Uses named example such as Silverhill Colliery in Nottinghamshire

Comprehensive and place specific statements which describe effects on the local community and economy

Must contain 3 level 2 statements and be place specific

E.g. The mine closed in 1993. One year later half of the miners were still unemployed

New jobs were mainly low skilled and low paid in contrast the well-paid mining jobs

The community suffered as relationships were put under pressure and children in school did not see local job prospects

No named example = level 2 maximum

[7]

TOTAL [19]

- 7 (a) (i) Ideas such as:
- mainly in the northern/north west part – 1 max
 - many around Jamari
 - Close to major road/railway etc
 - Clustering
 - In rainforest/ not in National Park/ Reserve
(2 x 1) [2]
- (ii) Any two of:
- urban development
 - HEP schemes
 - road building/railways
 - logging/furniture
 - ranching
 - commercial crop cultivation
 - slash and burn/shifting cultivation etc
 - lodges/camps for tourists
(1 mark for two causes) [1]
- (b) (i) Sunlight/rock/rainfall/water/humus
(1 mark) [1]
- (ii) A Removal of minerals from soil/nutrients washed away
- B Water absorbed by plants, is evaporated into the atmosphere/converted into water vapour.
Loss of water from leaves/ stomata
(2 x 1 mark) [2]
- (iii) Ideas such as:
- trees use nutrients from soil/roots take up nutrients
 - leaves rot/turn into humus
 - which enriches soil for further use by plants
 - leaf fall
 - decomposition of organic matter
(2 x 1 mark) [2]
- (c) Ideas such as:
- Biological Reserves/National Park etc will ensure species will be conserved for future; so that food chains/ecosystems will not be completely destroyed
 - resources can still be exploited from some parts of rainforest without all of it being destroyed; through regulations/laws/fines
 - National Park may encourage ecotourism; education/examples
 - Indian reserves will ensure local lifestyles are retained; shifting cultivation/rubber tapping
(4 x 1 or development; 2 max on each idea) [4]

(d) Level 1 (1-3 marks)

Statements including limited detail describing the process involved in mining or quarrying or their impacts on the natural environment

(E.g. rocks dug out from underground, the rocks are dug from the surface, it destroys habitats etc)

Level 2 (4-6 marks)

More developed statements which describe the process involved in mining or quarrying or their impacts on the natural environment

(E.g. a shaft is dug so rocks can be dug out from underground, the overburden is removed so rocks can be removed by mechanical diggers, removal of vegetation cover and soil destroys habitats etc)

Level 3 (7 marks)

Uses named example (e.g. limestone quarry in Hope Valley)

Comprehensive and accurate place specific statements which may refer to processes or impacts

At least three developed statements

(E.g. the overburden is removed so limestone can be removed by mechanical diggers,

Removal of vegetation cover and soil destroys habitats of rabbits and foxes

Scar on Hope Valley which can be seen by hikers on Win Hill etc)

No named example = Level 2 maximum (6 marks)

LEDC example = Level 2 maximum (4 marks)

[7]**TOTAL [19]**

- 8 (a) (i) Ideas such as:
Effects
- the sewage outfall is likely to put tourists off/reduce numbers
 - reducing profits of tourist orientated businesses
- Reasons
- smells
 - visual impacts of pipe
 - beach/sea is dirty/unhealthy/diseased
- (3 x 1 with 2 MAX marks on effects/reasons) ✓e ✓r [3]
- (ii) The sewage will be taken further out to sea/out of the estuary/into open water/away from beach; it is more than 700 to 1000 metres away from the coast compared with next to it
It will be spread over a wider area; c 800,000 square metres compared with 400,000 square metres/an area 2X the size etc
Reach fishing grounds
Further north
(2 x 1 or development using statistics) [2]
- (iii) Ideas such as:
- people may be pleased as sewage is diluted further out to sea; beach is cleaner
 - people involved in tourism/hoteliars pleased with potential increase in business
 - environmentalists may be pleased as wetland ecosystems are less likely to be disrupted
 - locals/ fishermen offshore will not be happy with impacts on main fishing grounds
- (4 x 1 or development) [4]
- (b) (i) Ideas such as:
- sulphur dioxide/oxides of nitrogen
 - gases from factories/power stations/vehicle emissions/burning fossil fuels
 - rise into atmosphere/go into the air/mixes with water vapour in clouds
 - forms mild acid solution/sulphuric acid/low pH rainfall
- (3 x 1) [3]
- (ii) **Level 1 (1-3 marks)**
Statements including limited detail describing the effects of acid rain on people or environment
(E.g. kill trees, makes water in lakes acidic, washes nutrients from soil, damages buildings, makes some people ill etc)

Level 2 (4-6 marks)

More developed statements which describe the effects of acid rain on people or environment

(e.g. damages trees by acid water falling onto foliage, acid water in soils makes it more difficult for roots to take up nutrients, makes water in lakes acidic reducing animal life which can survive in them, washes nutrients from soil particularly aluminium which is toxic in water, damages stonework of old limestone churches and monuments, corrosion of water pipes, cause of diarrhoea in children etc)

Level 3 (7 marks)

Uses named example or examples (e.g. Scandinavia)

Comprehensive and accurate place specific statements which must refer to both people and environment

At least three developed statements

(E.g. damages trees in the Ergebirge mountains in the Czech Republic by acid water falling onto foliage, acid water in soils makes it more difficult for roots to take up nutrients

Makes water in lakes acidic reducing animal life which can survive in them, out of 18000 Swedish lakes 18000 have been seriously damaged by acidification

Damage stonework, it is estimated that the Acropolis in Athens has deteriorated as much in the last 20 years as the previous 2000 years)

No named example = Level 2 maximum (6 marks)

[7]

TOTAL [19]

Assessment of written communication

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (e.g. case studies) are likely to be most useful in your assessment.

- 0 Candidate makes little attempt throughout the paper to communicate in written form.
- 1 Candidate is able to communicate in written form, though the message is not always clear.
- 2 Candidate communicates clearly by writing brief, simplistic statements, using everyday language.
- 3 Candidate generally communicates effectively, using specialist terms in some answers.
- 4 Candidate communicates effectively throughout and uses specialist terms where appropriate.

Mark Scheme 1986/03
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
- the use of standard abbreviations e.g. for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

- 1 It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.
- 2 Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket**. It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive**. The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting**. Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.
- 3 The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

- 1 Marks given should be clearly indicated by ticks at the point which earns the mark (ie on or very close to a key word or at the end of a phrase or sentence which is bracketed).

One tick = one mark. Annotated where necessary.

- 2 Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by **the use of pencil ticks**.

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

- 3 A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using an agreed symbol (e.g. an insert symbol).
- 4 Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.
- 5 The following aspects of marking will be referred to in the standardisation meeting:
 - Development marks
 - Reserve marks
 - Example marks
 - Maximum for 2 components in sub-section
 - Quality of written communication
 - Rubric
 - Examiner's report
- 6 Take your time over the marking. Many parts are not easy to mark.

- 1 (a) (i) Direction.....NE
Distance.....2.75 to 3.25 km
(2 at 1 mark) [2]
- (ii) Similarities such as:
Both have schools/churches
- Differences such as:
Arboretum has a college (but Warndon does not)/Arboretum has churches with spires (but Warndon does not)/Arboretum has more churches/Arboretum has a railway station (but Warndon does not)
(2 at 1 mark) [2]
- (b) (i) Graph completion (1 mark) [1]
- (ii) Graph completion (1 mark) [1]
- (iii) Graph completion (1 mark) [1]
- (c) (i) Arboretum = C (1 mark) [1]
- (ii) St Peters = A (1 mark) [1]

(iii) Levels marking**Level 1 (1 mark)**

Any simple description of photograph identified when a wrong link has been made in (c) (i) or (c) (ii) **or** an answer which is a value judgement where a correct link has been made.

Level 2 (2 marks)

Any piece of feasible evidence from photograph which is applicable to named area when a wrong link has been made in (c) (i) or (c) (ii).

Level 3 (3 marks)

Correct link made in (c) (i) or (c) (ii) with one appropriate piece of supporting evidence from photograph or graphs.

E.g. Photograph C was taken in Arboretum as:

- The houses are terraced
- The area looks to be one where car ownership is low
- The houses appear relatively small/low cost
- The roads are straight/right angles to each other
- It looks like an old/Victorian area
- Houses are close together
- It shows in inner city area
- Cars are parked on the street
- There are parking restrictions
- There are no gardens etc

E.g. Photograph A was taken in St Peters as:

- The houses are detached
- The area looks to be one where car ownership is high
- There is plenty of off street parking/drives/garages
- Area of private/owner occupied housing
- The houses appear relatively large/expensive
- The roads are curved/estate pattern
- It is an area of new housing
- It is an area of low population density
- It is a suburban area etc

[3]

(d) (i) 843550 (1 mark)

[1]

(ii) Examples such as:

- Race course
 - Camping/caravan site
 - (Hallow) Park
 - Cycle track
 - Sports/rugby/football/hockey/cricket pitches/school fields/
goal posts
 - Riverside walks/paths/ National Trail
 - Gardens
 - Cathedral/church
- (2 at 1 mark)

[2]

(iii) Ideas such as:

- Area is likely to flood; therefore cannot be built on/buildings will not be damaged (dev)
- Land is flat; and sloping land is unsuitable for sports pitches (dev)
- The riverside is attractive/nice scenery/views/or details; making it suitable for cycling/walking (dev)
- There is more space/large areas; of undeveloped land are available (dev)/with no houses built on it (dev)
- Proximity to centre of Worcester/station/bus station; for spectator access to racecourse/cricket ground
- Good access/near to main roads; for access to racecourse/cricket ground
- Near areas of housing; for recreational use of residents
- Land is cheaper; which is important because sports fields take up large areas
- Zoning of land/council has set the areas aside for leisure etc (4 at 1 mark or development)

[4]

Total: [19]

- 2 (a) (i) Post office
Public house
20 – 40 m
(3 at 1 mark) [3]
- (ii) Mixed wood/coniferous wood/non-coniferous wood/orchard [1]
- (iii) 1 = Bransford
2 = Broadwas
(2 at 1 mark) [2]
- (b) (i) Correct symbol and location (1 mark) [1]
- (ii) Completion on Fig 2a (2 marks) [2]
- (iii) 2.5 km (1 mark) [1]
- (iv) Ideas which must be comparative such as:
Meanders are more extreme on Teme;
More meanders on Teme;
Severn is wider/bigger/more water in it;
Severn flows south Teme flows east
Severn flows through city Teme through countryside
Severn flows round an island Teme does not etc. [2]
- (c) (i) Ideas such as:
Meander cut off/formed oxbow lake/part of river cut off/a lake has
been formed;
Shorter course/more direct;
Straighter course/more direct (allow just once);
Sharper corner. [2]
- (ii) **Level 1 (1-2 marks)**
Simple statements to suggest why the course has changed:
e.g.: river cuts through the meander
an oxbow lake is formed
because of erosion/
because of deposition
because of hydraulic action
1 L1 statement = 1 mark
2 L1 statements = 2 marks

Level 2 (3-4 marks)

More developed statements or linked statements to explain why the course has changed:

e.g.:

river cuts through the narrow neck of the meander

The river cuts through and forms an oxbow lake

The river cuts through when it is in flood

because of erosion of the outer bend

because of erosion where the water is faster flowing

because of erosion such as hydraulic action

because of deposition on inside bend

because of deposition where water flows slowly

deposition takes place at ends of old meander

1 L2 statement = 3 marks

2 L2 statements = 4 marks

Level 3 (5 marks)

A comprehensive answer which links process with change of course and includes at least 3 Level 2 statements

[5]

Total: [19]

The Awarding of Marks for the Quality of Written Communication

Marks are to be awarded for the quality of written communication according to the following criteria:

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing are likely to be most useful in your assessment.

- 0** Candidate makes little attempt throughout the paper to communicate in written form and/or the message is not always clear.
- 1** Candidate communicates clearly by using everyday language.
- 2** Candidate generally communicates effectively, using specialist terms.

Mark Scheme 1986/04
June 2007

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- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
- the use of standard abbreviations e.g. for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

- 1 It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.
- 2 Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket**. It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive**. The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting**. Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.
- 3 The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

- 1 Marks given should be clearly indicated by ticks at the point which earns the mark (i.e. on or very close to a key word or at the end of a phrase or sentence which is bracketed).

One tick = one mark. Annotated where necessary.

- 2 Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by **the use of pencil ticks**.

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

- 3 A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using an agreed symbol (e.g. an insert symbol).
- 4 Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.
- 5 The following aspects of marking will be referred to in the standardisation meeting:
 - Development marks
 - Reserve marks
 - Example marks
 - Maximum for 2 components in sub-section
 - Quality of written communication
 - Rubric
 - Examiner's report
- 6 Take your time over the marking. Many parts are not easy to mark.

- 1 (a) (i) 3.25 km (allow 3.1 to 3.4) 1 mark [1]
- (ii) North East 1 mark [1]
- (iii) Ideas such as:
 in Warndon they are curved/Arboretum straight
 in Warndon many dead ends or cul de sacs/Arboretum they all interlink
 in Warndon haphazard pattern or estate/Arboretum gridiron pattern/linear
 in Warndon lower density/fewer roads/more open space
 Only a main/A road in Arboretum
 Must specify both areas – not in one...in the other
 Must be comparison
 Allow 1 mark max for similarities
 (3 at 1 mark) [3]
- (iv) Attractions such as:
 proximity to motorway/ M5 junction
 access to/near to main road/A4440/A38
 not too far to travel to centre of Worcester/near CBD
 near open countryside/edge of town/Park/National Trail
 close to river
 (3 at 1 mark) [3]
- (b) (i) Arboretum = C
 St Peters = A
 (2 correct = 1 mark) [1]
- (ii) **St Peters - photo A**
- 20th century / modern housing / estate
 - Low density housing / lots of open space
 - House features to 2 max – expensive / detached / big / gardens / garage
 - Rich people to 2 max – high % of owner occupied / least overcrowding / highest car ownership / highest central heating
 - Outer suburbs
- Photo B**
- Modern/ 20th century / estate
 - High density housing / open space
 - House features to 2 max - flats or maisonettes/cheap/no garage/small/no gardens
 - Poor people to 2 max - rented housing/highest overcrowding/lowest car ownership/ lower central heating
 - suburbs

Arboretum – photo C

- 19th century / old housing / Victorian
- High density housing / little open space
- House features to 2 max – cheap / terraced / small / no gardens / no garage
- Poor people to 2 max – rented housing / lowest central heating / lower car ownership
- Inner city

[4]

(c) Level 1 (1-2 marks)

Statements including limited detail which attempt to explain use of land alongside river Severn or leisure activities.

Level 2 (3-4 marks)

More developed statements which explain use of land alongside river Severn or leisure activities

Level 1	Level 2
Flat land	For rugby pitches / cycle network
Open area / grass area	For leisure / walking / not disturb anyone
Peaceful	For leisure away from busy CBD
Accessible / near to city centre	<i>Easy to walk to</i>
Likely to flood	Buildings damaged / no permanent damage
River	For boating / fishing /water sports
Rail / road access	To cricket ground / race course / pitches
Green belt	Not allowed to build on

Level 3 (5-6 marks)

More developed statements supported by grid reference.
 (E.g. the land is likely to flood and therefore buildings will not be damaged if the area is left as sports fields as in grid square 8454,
 near to houses such as in the St Johns area so easy access to sports fields for students at school at 841541,
 near to the centre of Worcester and bus station at 847550 for spectator access to racecourse

Need a different level 1 to idea for each level 2 statement
 Need 2 level 2 statements before look for L3 evidence

[6]

Total: [19]

- 2 (a) (i) Leigh Sinton
Broadwas [2]
- (ii) Gently sloping land/flat/valley side
20 – 40 m high/low-lying
South facing slope
Dry site/flood plain
Area less than 0.5 sq km
(2 at 1) [2]
- (iii) Nearer Worcester for services/jobs
More accessible by road, nearer A4103 than Newtown is to A44/nearer main road
Flatter land, easier for settlement to grow up
Must be comparison
(2 at 1) [2]
- (b) (i) Correct symbol and location – see addition [1]
- (ii) Completion on Fig 2a – 1 mark – General shape
1 mark – large meander in 8451
1 mark overall accuracy [3]
- (c) (i) 2.5 km (2.3 – 2.7 = 1 mark) [2]
- (ii) Meanders are more extreme/tighter in P – Q
More meanders in P – Q
River is longer in P – Q
Ox-bow in P – Q
Must identify section P-Q or Q-R
(2 at 1) [2]
- (d) **Level 1 (1-2 marks)**
Statements of limited detail to explain why the course has changed:
1 L1 statement = 1 mark
2 L1 statements = 2 marks
- Level 2 (3-4 marks)**
More developed statements to explain why the course has changed
1 L2 statement = 3 marks L2e or L2d
2 L2 statements = 4 marks L2e + L2d

Level 1	Level 2
River meanders	River meanders because of lateral erosion
Erosion - on outside / where river has more energy / flows faster	Erosion on outside because river has more energy / flows faster
Deposition - on inside / where river has less energy / flows more slowly	Deposition on inside because river has less energy / flows more slowly

Level 3 (5 marks)

Comprehensive answer, needs reference to both erosion and deposition

Needs developed reference to cut off

E.g. deposition blocks off old meander

River cuts through meander neck to form ox bow lake

River follows straight course and meander is cut off

Ox bow dries up as it is cut off from the river

[5]**Total: [19]**

The Awarding of Marks for the Quality of Written Communication

Marks are to be awarded for the quality of written communication according to the following criteria:

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing are likely to be most useful in your assessment.

- 0** Candidate makes little attempt throughout the paper to communicate in written form and/or the message is not always clear.
- 1** Candidate communicates clearly by using everyday language.
- 2** Candidate generally communicates effectively, using specialist terms.

General Certificate of Secondary Education

Geography (1986)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	80	-	-	51	43	35	28	21
Paper 2	80	52	43	35	24	-	-	-
Paper 3	40	-	-	26	22	18	15	12
Paper 4	40	25	20	16	12	-	-	-
Coursework	100	79	67	55	43	32	21	10

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	-	-	-	119	100	82	64	46
Percentage in Grade	-	-	-	-	22.7	26.1	22.3	15.7	7.8
Cumulative Percentage in Grade	-	-	-	-	22.7	48.8	71.1	86.8	94.6

The total entry for the examination was 7179

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	154	133	112	91	67	-	-	-
Percentage in Grade	-	16.2	25.6	28.4	20.6	7.8	-	-	-
Cumulative Percentage in Grade	-	16.2	41.8	70.2	90.8	98.6	-	-	-

The total entry for the examination was 15145

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	11.0	17.4	19.3	21.2	13.7	7.8	5	2.5
Cumulative Percentage in Grade	11.0	28.4	47.7	68.9	82.6	90.4	95.4	97.9

The total entry for the examination was 22280
 Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553