

General Certificate of Education
Ordinary Level

2217/02
GEOGRAPHY

Maximum Mark: 90

Mark Scheme

October/November
2000

RECEIVED 24 APR 2001

FINAL MARK SCHEME

Important Notice

Mark schemes have been issued on the basis of **one** copy per Assistant Examiner and **two** copies per Team Leader.

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Section A

- 1 (a) 1700 –1900m 1
(b) 100m + or – 20 1
(c) 880 to 900m 1
- (d) hotels or motel, airport, caravan park, golf course, casino, rifle or pistol range, chalets 3 x 1
- (e) starts at c 920m /gentle slope/hillocks/medium bush/river Masuwe to south/after 1km cross railway/road/ road embankments/power line /gorge after c 5 km or description of two cliffs or rock slopes/ river Zambezi/medium bush or accept sparse for 2km/cross river Songwe after further 2 km/ land rises to over 900m 6x1
- (f) starts at just above 1020m with medium or dense bush/no drainage descends to river Chamahonda/ at c 940m/ sparse bush/ lots of small streams/ start c 1km south of river or half km after start of route climbs back up to 1000m in c 1km/ becomes medium or dense bush and no drainage crosses plateau/for 2 and half to 3 km/ descends for 2 km/ to between 920m and 940m/ sparse bush / many small streams 6x1
- (g) loop in route because needs to descend from station at c 920 to river at c 880 1 mark for referring to descent, 1 mark for details./ crosses river at narrow point just below falls./ follows lake after bridge/ max 2
- 2 (a) 1 mark each for plotting and naming Australia and Brazil 2
(b) energy 4000 tonnes per person, CO₂ 9000 tonnes person 1
- (c) 2 marks for referring to direct relationship between the two sets of data however it is expressed , provided it is clear 1 mark for each of two examples from graph. 1 mark for noticing ‘outlier’ position of Canada and/or position of Australia. 4
- (d) carbon dioxide comes from exhausts of road and rail vehicles and planes/ also from industry/heating and or air conditioning of buildings/ more vehicles and or industry therefore gives off more CO₂/reference to high energy users being MEDC countries. 2x1 2

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- 3 (a) 1 mark for getting line in correct place, 1 mark for correct labelling. 2
- (b) oil/coal/natural gas 2x1
- (c) nuclear/hydro/renewables two correct for 1 mark, three correct for 2 marks
- (d) plenty of strong sunlight/ easy to install/ do not require major building/
can be used on small scale /do not require large scale distribution networks 2x 1
- 4 (a) tourists need feeding/ opportunity to produce and sell more food to feed
them. 2x1
- (b) money from taxes on tourist industry/ demand for facilities/ construction to
meet these demands 2x1
- (c) depends on box chosen. Might be reference to food not being grown
locally but being brought in from outside/ same could apply to construction
companies and their workers/ developments could lead to reduction in land
available for growing food./ could be ref to social unrest. 2x1
- 5 Spaces awarded 1 mark each. Hurricanes, cyclones, typhoons /Seas or oceans/
several possible source areas. Two must be described with reference to ocean
name and relationship to relevant tropic./east or south east. 6
- 6 (a) planting trees or re afforestation or other valid statement. 1
- (b) terracing / creating retaining walls to prevent soil from slipping
down/creating areas of flat land. 2
- (c) Suggestions such as : teenagers will have responsibilities in future for
environment/ part of education/ need to create understanding of problems
caused by deforestation/ conservation is about ensuring a better environment
for future etc
either 2x 1 for specific points or 2 for a well explained statement. 2
- 7 (a) rural population increased steadily (1 mark)from c 8 million to c 22 in
2000 million. (1 mark)/expected to grow to 25m by 2020/urban population
was very low in 1950 (1 mark)/ stayed low until 1975 (1 mark) / rapid
increase after 1980 (1 mark)/ increased to 22 million by 2000/expected to
increases to 45m by 2020. 3 x 1
- (b) lack of opportunities or facilities in rural areas/ problems re food supply /
war or AIDS in rural areas/ perception of opportunities of all types in cities
2x1

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Section B

8 (a)	(i)	Completion of the diagram to show the upward movement of a pebble at an angle and the downward movement of the pebble perpendicular to the foreshore.	1 @ 1 mark	[1]
	(ii)	Correct positioning of the direction of l.s.d. and direction of prevailing wind Both correct for mark	1 @ 1 mark	[1]
	(iii)	Ideas should include The pebbles/beach material is pushed up the beach by the swash/waves The pebbles/beach material is dragged down/returns under the force of gravity	2 @ 1 mark	[2]
(b)	(i)	Saves time; cover more sites in the time; all students experience fieldwork/sharing of work	2 @ 1 mark	[2]
	(ii)	Ideas should include -Use of tape to set out transect line from water's edge to back of beach -Starting at the water's edge the pantometer is placed along the transect line -The angle of slope change is measured using the protractor -Record the measured angle -Repeat the measurement for the width of the beach/length of the transect	4 @ 1 mark	[4]
(c)	(i)	Correct marking of profile at 2m (5°) and 4m (8°) and line	2 @ 1 mark	[2]
	(ii)	Height difference measured from graph as 1.3m. Accept 1.2 – 1.4m	1 @ 1 mark	[1]
	(iii)	2a wider than 2b; 2a steeper gradient than 2b; greater angle change in 2a than 2b	2 @ 1 mark	[2]
(d)	(i)	Correct plotting of bars at 2a (16m) and 2b (6m)	1 @ 1 mark	[1]
	(ii)	60 / 6 = 10m; plotted 10m as line onto bar graph Fig. 5	2 @ 1 mark	[2]
(e)		All b profiles/1b,2b and 3b are all flatter in gradient/slope than a profiles/1a,2a and 3a; All b profiles/1b,2b and 3b change less in gradient/slope than a profiles/1a,2a and 3a; Explanation should include the ideas that -beach material has been moved/transported from site b to site a -beach material is stopped by the groyne	4 @ 1 mark Res 1 mark for des and 3 for exp	[4]
(f)	(i)	Probable height of Beach X is low and probable width of Beach X is narrow.	2 @ 1 mark	[2]
	(ii)	Ideas should include -At the students' beach waves transport material but no material to transport at Beach X; -Greater erosion by the waves at Beach X;	2 @ 1 mark	[2]
(g)		Conclusion should include for example -Hypothesis correct; -beach always wider closer to the groyne where l.s.d is stopped by groyne; -data quoting the widths of beaches comparing a and b sites -limitations of data collection concerning when data collected; student error; only one beach etc	4 @ 1 mark Res 1 mark for hypothesis decision Max 3 if no data	[4]
Total 30 marks				

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9 (a)	(i)	Labelled, working quarry area, vehicle storage and for 2 marks Completed sketch and label to show railway line and local settlement for 2 marks	4 @ 1 mark	
(b)	(i)	Ideas for example Advantage – saves time/not collected data yourself/do not need to visit; can be more accurate/collected by professionals; cheaper; Disadvantage – can be wrong/have not seen for yourself/not precise enough/biased	2 @ 1 mark	[2]
	(ii)	Employment	1 @ 1 mark	[1]
	(iii)	Process = heating in furnace Output = the cement; fumes and waste heat 1 mark for both underlining and in correct place on diagram for each answer	3 @ 1 mark	[3]
(c)	(i)	To gain a representative sample/results; no student bias; range of views because not neighbours	2 @ 1 mark	[2]
	(ii)	Complete the pie chart with three correct line, a suitable title and a completed/used key	5 @ 1 mark	[5]
	(iii)	People are most concerned about air pollution; People are least concerned about litter; No credit for lists Credit grouping of issues	2 @ 1 mark	[2]
(d)		Ideas may include -respiratory diseases/breathing problems; -acid rain; -dust/particulate matter over the environment; -global warming/greenhouse gases contributing to warming of the atmosphere	3 @ 1 mark Credit dev	[3]
(e)		Road – (6/50) maybe not near main road/could be included in air pollution Railway – (8/50) railway line near settlement Pipeline (0/50) no impact as underground		[3]
(f)		Ideas such as environmental survey around the area; bi-polar/scoring system; litter survey; pollution discs; Credit detail suggesting data type, how collected/measured, how recorded	4 @ 1 mark Credit dev	[4]
			Total 30 marks	