

GCSE

Geography Specification B (Avery Hill)

General Certificate of Secondary Education **1987/02**

Paper 2 (Higher Tier)

Mark Scheme for June 2010

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WATER, LANDFORMS AND PEOPLE

QUESTION A1

Question	Knowledge	Understanding	Application	Skills
(a)	2			2
(b) (i)	1			
(ii)			1	2
(c) (i)	1	1		
(ii)	1	3		
(iii)	1	2	1	
(iv)	2	2		
(d)	4	2	2	
TOTAL	12 (10)	10 (10)	4 (3)	4 (7)

- 1 (a) Study the diagram below. **Describe** the movement of water in the hydrological cycle.

Credit four simple movement points. Must have geographical terms.

Examples:

Water evaporates from the ocean (1)

Condenses into clouds (1)

Clouds move over land (1)

Clouds drop precipitation on land (1)

Water flows over land by surface runoff (1)

Some water infiltrates into soil (1)

Flows underground as groundwater flow (1)

Some water stored in lakes or reservoirs (1)

Water eventually flows back to the ocean (1)

Interception (1)

(4 x 1) = [4]

- (b) Study Map 1 in the separate Resource Booklet.

- (i) What is meant by the term 'drought'?

A period of prolonged lack of rainfall. (There will be other answers similar to this so use professional judgement)

[1]

- (ii) **Describe** the distribution of drought in Ethiopia.

Must be geographical distribution;

Least affected areas are in the west of the country (1)

Gambella has no drought (1) Amhara has no drought (1)

Somali has greatest area affected by drought (1)

Tigray suffering from severe drought (1)

Worst affected areas are in the east (1) south (1) north of the country (1)

(3 x 1) = [3]

(c) Read the newspaper article below.

- (i) **Give one** effect of drought on the farmers and explain how it may affect their quality of life.

Credit the effect of drought and its explanation of how it affected farmers.

Examples:

land becoming parched (1) results in crop failure (1) leads to loss of income (1)
forces them to sell livestock to survive (1) not enough crops leads to
malnutrition (1) leads to migration (1)

(1 + 1) = [2]

- (ii) **Suggest** other ways in which people's quality of life may have been affected by the drought.

Credit effects of drought and how it affects other groups.

Examples:

Greater dependency on relief aid (1) which causes fields (1) and crops (1) to be abandoned.

Less food (1) leads to starvation (1) malnutrition (1)

People are forced to migrate (1) empties the drought area (1) puts pressure on the areas which receive migrants (1)

Children forced out of school (1) parents cannot afford books (1) wildlife suffers (1) Disease increases (1) due to dehydration (1)

(1 + 1) x 2 = [4]

- (iii) **Suggest and explain** one problem the drought causes for the Ethiopian government.

Credit each problem and its explanation.

Examples:

Need to seek relief aid (1) to feed the starving population (1)

Trying to curb the movement of population (1) in order to stop certain areas from becoming overcrowded (1)

Coping with the amount of refugees (1) by providing temporary shelters for them (1)

(1 + 1) x 2 = [4]

1 + (1+1+1) = [4]

- (iv) **Explain** how management can reduce the problems associated with drought in a country like Ethiopia.

Examples:

Relief aid (1) allows people to survive in the short term (1) fends off starvation (1) provides medical care (1)

Humanitarian aid (1) provides care (1) medication (1)

UN children's fund (1) looks after young people (1)

International appeals for money (1) to provide water and food (1)

Transferrable water (1) from dams (1) Drilling of wells (1) Rationing (1)

Water purification (1) desalination (1)

(1 + 1 + 1 + 1) = [4]

(d) CASE STUDY: An area that has flooded.

- (i) Name** an area that has flooded.
- (ii) Describe** the effects of this flood on different groups of people living in the area.
- (iii) Explain** the causes of this flood.

Can be any flood, anywhere in the world. Must explain the effects on different groups of people living there.

Maximum of L2 = 4 if they do not refer to cause and effect.

L2 = 4 if no reference to groups

L2 = 4 if generic

Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.

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

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

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

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

Total marks: [30]

WATER, LANDFORMS AND PEOPLE

Question A2

Question	Knowledge	Understanding	Application	Skills
(a)				3
(b) (i)	2	1		
(ii)	1	2		1
(c) (i)	2	1	1	
(ii)	1	2		
(iii)	2	2	1	
(d)	4	2	2	
TOTAL	12 (10)	10 (10)	4 (3)	4 (7)

- 2 (a) Study the map below.
Describe the location of Gdańsk.

Credit for locational factors. Must have geographical terms.
 Gdańsk is situated in north of Poland (1)
 Port in the southern Baltic Sea (1)
 It is 260 -280 kms (1) north west of Warsaw (1)
 East of Germany (1)
 North west of Belarus (1)
 West of Russia (1)

(3x1) = [3]

- (b) Study Photograph 1 in the separate Resource Booklet.

- (i) The landform between points **P** and **Q** is a spit.
Describe the processes that have helped this spit to form.

1 mark each for each simple statement:

By a process of coastal deposition (1)
 Movement of material by long shore drift (1) in a south-easterly direction (1)
 Slowing down of the tidal current (1) Swash (1) Backwash (1) cause LSD (1)

(3 x 1) = [3]

- (ii) Two of the natural features of the area are shown at **X** and **Y** on the photograph. One of them is on the spit itself.

Identify each of these natural features and **describe** how each may be used by visitors.

Credit each correct description and its explanation.

Y = Spit (1) tourist attraction (1) lots of visitors to the spit (1)
 Beach (1) allows people to relax (1) sunbathe (1) go swimming (1)
 X = Port in lagoon (1) safe area for water sports (1) harbour for yachts (1)
 X = Coastal plain (1) for airport (1) docks (1) harbour (1)

(1 + 1) x 2 = [4]

- (c) Read the newspaper article below. It gives some benefits and problems that visitors bring to the area.

- (i) **Explain two** problems that visitors may bring to this area.

Credit each problem and explanation.

Examples:

Visitors cause footpath erosion (1) area becomes unsightly (1) loss of vegetation (1) new footpaths become uncontrolled (1)

Visitors create a danger to wildlife (1) natural habitats are lost (1) nesting birds disturbed (1) some species leave the area (1)

Visitors cause serious litter nuisance (1) litter may cause wildlife to die (1) creates a polluted environment (1) more litter bins have to put out (1) creates extra costs (1) bins have to be emptied (1)

(1 + 1) x 2 = [4]

- (ii) **Suggest and explain** how visitors may bring benefits to the area.

Examples:

Lots of visitors with money (1) allows shops to flourish (1)

Provides jobs for people (1) inward investment in the area (1)

People better educated about the environment (1) leads to more awareness of the natural landscape (1)

(1 x 3) = [3]

- (iii) **Explain** how the effects of visitors on a coastal area may be managed.

Credit each of the ways and a detailed explanation.

Examples:

Seeking money from visitors would allow funds to be used to conserve the area (1) allow environmentalists to restore the area for future generations (1)

Limiting visitors (1) allows the area to regenerate naturally (1)

Creating distinct footpaths would prevent further damage to a fragile environment (1) help plants to regrow in areas of old damage (1)

(1 + 1 + 1 + 1 + 1) = [5]

(d) CASE STUDY: A river landform.

- (i) Name and locate** a river landform.
- (ii) Describe** the main features of this river landform.
- (iii) Explain** how it was formed. You may use diagrams if you wish.

Can be any river anywhere in the world. Likely to be meander, waterfall, ox bow lake, floodplain.

Maximum of L2 = 4 if they do not refer to an actual river landform or if they use a coastal landform.

Levels of response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. Adjust if necessary.

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

Total marks: [30]

PEOPLE AND PLACE

QUESTION B3

Question	Knowledge	Understanding	Application	Skills
(a) (i)				2
(ii)	1			
(iii)				3
(b) (i)	1	2		1
(ii)	1	1		
(iii)	2	2		
(c) (i)			1	1
(ii)	2	2		
(d)	4	2	2	
TOTAL	11 (10)	9 (10)	3 (3)	7 (7)

3 (a) **Study** the OS map extract.

- (i) Area A is part of the Central Business District (CBD) of Leeds.
Give two pieces of map evidence which show it is part of the CBD.

Credit two points which are typical of CBD. Do not have to give grid reference for marks.

Examples:

Leeds Station (298332) (1) Post Office (1) Infirmary (1)
 Cathedral (299339) (1) Churches (eg 302335) (1)
 Theatre (308337) (1) Tourist Information (1) Colleges (1)
 Market (305336) (1) Town Hall (1) Heritage Centre (1)
 Bus Station (307335) (1) Police HQ (1)
 Library (298338) (1)
 Large buildings close together (1)

(2x1) = [2]

- (ii) The OS map extract shows the location of Brewery Wharf which has been built on a brownfield site.
 What is a brownfield site?

Land previously used for industry or housing (1) wasteland (1)
 Derelict land (1)

[1]

- (iii) **Describe** the location of Brewery Wharf.

Credit three simple reference points. Must have geographical terms. Accept distance and direction from known point for 2 marks.

Examples:

South of River (Aire) (1)
 North of M621 (1)
 North east of Holbeck (1)
 South west of Crown Point (1)
 North west of Royal Armouries (1) south of Heritage Centre (1)
 South of CBD (1)

(3x1) = [3]

(b) Read the passage below.

- (i) Choose **two** of these features and **explain** how they may affect Leeds and its people.

Credit explanation of each feature. May be two separate reasons or elaborated reason for each feature. No repetition acceptable. May be bad effects as well as good effects.

Examples:

Apartments (1) good quality housing for slightly wealthier groups (1) brings new groups into previously poor quality area (1) very modern facilities / pleasant environment (1) relax on roof gardens (1) close to all city centre amenities (1) close to work (1)

Cafes / bars / restaurants - new services opened (1) jobs created (1) brings money into the area (1) brings vitality into the area (1) lots of people visiting bars / restaurants (1) may cause noise and overcrowding eg at weekends (1)

Pedestrianised area (1) car free area (1) less noise / air pollution (1) much safer (1) more sociable (1) traffic will have to use other roads (1) causing congestion (1) more expensive to bring goods in (1)

Office space (1) modern offices attract new business to the area (1) creates jobs (1) wealth for the city (1)

Major hotel (1) jobs created (1) attracts business people (1) brings money into the area (1)

Riverside walkway (1) more attractive environment (1) modern buildings (1) pleasant riverside walks (1)

(1+1) x 2 = [4]

- (ii) The buildings at Brewery Wharf have been planned and designed for a sustainable future. **Suggest and explain one** feature of the buildings which may help achieve this.

Credit one feature and its explanation.

Examples:

Well insulated wall fittings (1) to retain heat (1) reduce noise (1)

Up to date concrete on steel frames (1) will help sound acoustics (1)

Double / triple glazing (1) to keep out noise (1) retain heat (1)

Efficient heating systems eg combination boilers (1) reduce heating costs (1) reduce carbon emissions (1)

Re-cycling water facilities (1) to reduce mass wastage (1)

Re-cycling waste facilities (1) to protect the environment (1)

Use of solar panels / small wind turbines (1) to use less energy (1)

Energy saving bulbs (1) Reduces cost of electricity (1)

High quality material (1) so it will last (1)

(1+1) = [2]

- (iii) In 2008 house prices were falling and people had difficulty borrowing money. **Suggest and explain two** effects of this on new developments like Brewery Wharf.

Credit one mark for each effect, and one mark for each explanation, also credit one very well elaborated effect for three marks, plus one effect for further mark. Examples:

People unable to sell their flats (1) may have to rent it out if they have to move (1)

If they bought property in 2007 may lose money (1) because people may only buy if the price is very low (1)

Property not yet sold by developers (1) may be left empty (1) because people cannot get mortgages (1)

Repossessions (1) people cannot afford to pay mortgage (1) mortgages may rise (1)

Developers lose money (1) construction workers lose jobs (1)

Fewer residents in flats (1) other services lose jobs/trade (1)

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

- (c) Read the passage below and study the OS map extract.

- (i) One car park will be located in grid squares 3129 and 3130. **Explain** why this is a good site for a 'park and ride' car park.

One mark for each correct response.

Examples:

Plenty of open space for car park (1) junction of M621 motorway near J7 (1) where cars for Leeds city centre leave the motorway (1)

Cheaper land away from CBD (1)

(2 x 1) = [2]

- (ii) **Explain** how this electric bus 'park and ride' scheme might improve the quality of life of two different groups of people in Leeds.

Credit one very well elaborated explanation for one group for three marks, plus one simple explanation for second group for further mark, or two explanations elaborated for two groups. No reward for repetition. **No marks for naming groups.**

Examples:

Residents - less air / noise pollution (1) due to electric bus (1) fewer carbon emissions (1) reduced number of vehicles entering the city (1) cleaner environment (1)

Pedestrians / shoppers - city centre safer (1) less accidents (1) reduced numbers of cars entering the city (1)

Drivers / workers - easier to travel around the city (1) so people get to work on time (1) less car crimes in city centre (1)

Local travellers - encourages people to use public transport (1) relieves congestion (1) get to destination quicker (1)

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

(d) CASE STUDY: Improving the urban environment in a city in a Less Economically Developed Country (LEDC).

- (i) Name** a city in a LEDC that you have studied.
- (ii) Describe** how the urban environment has been improved in that city.
- (iii) Explain** how the improvements have affected the lives of different groups of people who live there.

Max L2 = 4 if inappropriate example e.g. names a country or an MEDC city.

L2 = 4 if generic

L2 = 4 if no groups

Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.

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

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

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

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

Total marks: [30]

PEOPLE AND PLACE

QUESTION B4

Question	Knowledge	Understanding	Application	Skills
(a) (i)				3
(ii)	1	1	1	1
(b)				2
(c) (i)	2	2		
(ii)	2	2		
(d)	2	2	1	
(e)	4	2	2	
TOTAL	11 (10)	9 (10)	4 (3)	6 (7)

- 4 (a) Study Map 2 in the separate Resource Booklet. It shows the Las Vegas and Lake Mead area.

- (i) **Describe** the location of Las Vegas.

Credit three locational factors. Must use geographical terms.

West of Lake Mead (1)

In the state of Nevada (1)

West of Arizona (1)

10 – 25 kms from Lake Mead (1)

(3 x 1) = [3]

- (ii) Use map evidence to **give two reasons** why people are attracted to the Las Vegas and Lake Mead area.

Must give map evidence.

International airport (1) allows easy access into the city (1)

Lots of hotels (1) lots of accommodation for visitors (1)

Excellent road infrastructure (1) shopping centres (1) cheaper goods (1)

Gifts for home (1)

National Park (Lake Mead) (1) lots of attractions for visitors (1)

(1 + 1 + 1 + 1) = [4]

- (b) Study the graph below.

Describe the trend of the graph. (1) Use figures in your answer. (1)

Ever increasing growth year on year (1)

Constant rise upwards (1)

Population has grown from 2000 to 600 000 (1)

Lowest % growth between 2000 and 2010 (1)

Rapid growth 1990 to 2010 (1) lowest growth 1920 to 1930 (1)

(2 x 1) = [2]

(c) Read the passage below.

- (i) **Suggest and explain two** ways that falling water levels could affect the lives of people living in Las Vegas or visiting it.

Credit each developed reason.

Examples:

Not enough water for the increasing population (1) due to falling levels of Lake

Mead (1) water now metered (1) water sprinklers banned (1)

Prevents further expansion of the city (1) due to lack of secure water supply (1)

Not enough water for public utilities (1) fountains have to be switched off (1)

swimming pools water restricted (1)

Not enough water for gardens and parks (1) grass and plants wither (1) due to lack of rainfall (1) and very high summer temperatures (1)

Less water for electricity (1) could lead to power cuts (1)

Air conditioning does not work (1) casinos fail (1)

(1 + 1) x 2 = [4]

- (ii) The population changes in Las Vegas are putting pressure on other city services. **Explain** how **one** service other than water supply may be affected.

Credit the way and an explanation.

Pressure to build enough new houses (1) to accommodate the expanding population (1) means high land values (1) so new house building is very expensive (1) pressure on land (1) need to find more space (1)

Managing traffic (1) to reduce congestion in the city (1) decrease the carbon footprint (1) reduce atmospheric pollution (1) more car accidents (1)

Electrical service under pressure (1) emergency services stretched (1)

(1 + 1) x 2 = [4]

- (d) Planners have different views about how cities should develop for a sustainable future. Read the two views below. With which view do you most agree? Explain your decision.

Can use both viewpoints with an expanded explanation.

Examples:

Sian Jones:

Rapidly growing population (1) needs careful planning to provide enough jobs (1) and housing (1) and drinking water (1)

Fall in Lake Mead (1) means the city has to seek out alternative water supply (1) to maintain status quo (1) Planning needs to be carefully controlled (1) to stop the rapid expansion of the city (1) need to protect greenbelt (1) to be sustainable (1)

Robert Smith:

Need for economic growth of the city (1) to support the existing population (1) to provide the city with future income (1) to provide jobs (1) for future generations (1)

(1 + 1 + 1 + 1 + 1) = [5]

(e) CASE STUDY: Migration to an urban area.

- (i) Name** an urban area which has been affected by in-migration.
- (ii) Describe** the effects of this migration on different groups of people.
- (iii) Explain** why people migrated to this urban area.

Can be any area, LEDC or MEDC.

Maximum of L2 = 4 if it is not a urban area or do not explain different groups.

Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.

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

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

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

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

Total marks: [30]

PEOPLE, WORK AND DEVELOPEMENT

Question C5

Question	Knowledge	Understanding	Application	Skills
(a) (i)	1			
(ii)				2
(iii)		1		1
(b) (i)				2
(ii)	2	2		
(c)	2	2		
(d) (i)				1
(ii)		1	1	
(iii)	2	2		
(e)	4	2	2	
Total	11 (10)	10 (10)	3 (3)	6 (7)

- 5 (a) Study Map 3 in the separate Resource Booklet. It shows the origin of tourists visiting Kenya, by continent.

- (i) Kenya's tourist industry is an example of a tertiary economic activity. What is meant by the term tertiary economic activity?

Provides a service. No marks for exemplification.

[1]

- (ii) **Describe** the distribution of the origin of tourists visiting Kenya.

Credit two simple reference points. Must be in geographical terms.

Examples:

Most tourists (60%) come from Europe (1) most tourists come from More Economically Developed Countries (1) the least percentage come from South America / Australasia (1) 10% come from North America (1) 9% come from Asia (1) 20% come from Africa (1)

(2 x 1) = [2]

- (iii) Use evidence from the map to help **explain** this distribution.

Credit two simple reasons using map evidence.

Examples:

Europe is richer / More Economically Developed so can afford to visit (1)
Europe relatively close / easy to get to Kenya by medium haul aircraft (1)
Kenya has warmer climate than Europe lying astride of the equator (1)
Africa has significant numbers visiting because of the easier accessibility being nearer (1)
Very few from South America / Australasia due to long distance (1)
Parts of Asia are richer therefore able to visit Kenya (1)

(2 x 1) = [2]

(b) Study the graph below.

- (i) **Describe** the trend in the number of tourist visitors to Kenya between 2000 and 2007. Refer to figures in your answer.

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

Examples:

Overall rise between 2000 and 2007 (1) Rise but slight decline 2001 - 2002 (1)

From 1 million to 2 million (1) increase by 1 million (1) doubled (1)

[2]

- (ii) **Suggest** and **explain two** benefits of tourism to Kenya's economic development.

Credit one mark for each benefit and one mark for explaining / elaborating the benefits.

Examples:

Tourism brings foreign money into the country (1) increases its wealth (1)

Improves infrastructure (1) new roads and airport built (1) may attract other industries to move to Kenya (1)

Provides jobs (1) therefore taxes raised by government (1)

Positive multiplier effect (1) creates variety of tourist related jobs (1)

Farmers / fishermen providing food for hotels (1) making / selling goods to sell to tourists (1)

May provide jobs in the construction industry (1)

(1 + 1) x 2 = [4]

- (c) Read the passage below. **Explain** the possible impact that the decline in tourist numbers may have had on the tourist industry and the people who work in it.

Credit four impact points or two well explained impacts, or 3 max for a well explained impact plus one simple point. Cannot repeat any point.

Examples:

Less money / less foreign exchange (1) may mean loss of jobs (1)

Loss of jobs (1) workers not needed in restaurants / hotels / as guides (1) families may suffer from lack of money (1)

Less money being spent (1) will mean local tourist business will see profits drop (1) and may go out of business (1) causing more unemployment (1)

Less money for families (1) lack of food (1) family stress (1) may lead to crime (1)

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

- (d) Study Advertisement 1 in the separate Resource Booklet. It shows places tourists may visit.

- (i) **Name one** place that tourists may visit in Kenya. Must be named place.

Credit any one place from the advertisement eg Mombasa, Nairobi, Maasai Mara Game Reserve, Amboseli National Park, Tsavo National Park, Marsabit Game Reserve, Meru National Park, Mt. Kenya, Great Rift Valley, Lake Victoria, Lake Turkana

[1]

- (ii) Increasing numbers of tourists may damage the environment. **Suggest two** ways this may happen.

Credit two separate ways. May be general or specific to Kenya.

Examples:

Tourists littering beaches (1) taking / walking on coral (1) erosion of footpaths when walking / climbing mountains (1) tourist minibuses causing soil erosion (1) increased air / noise pollution from traffic in coastal towns (1) increase in sewage polluting sea (1) wildlife disturbed by tourist vehicles / hot air balloons (1) hotels cause visual pollution (1) destroys habitats (1) Increased flights to holiday areas (1) creates carbon emissions (1)

(1 + 1) = [2]

- (iii) **Suggest and explain two** possible ways that sustainable tourism could be achieved in Kenya.

Credit one mark each for two separate ways, and a further mark for explaining each way. Will accept a very well elaborated suggestion plus one way.

Examples:

Educating tourists about local cultures and customs (1) using simple notice boards / leaflets (1) would reduce local culture being devalued (1) teach tourists to be respectful (1) encourage tourists to dress properly in public places (1) so as not to offend religious groups (1)

Ecotourism - encourage small groups of wealthy tourists to stay in tents and forest lodges (1) small group numbers means they can enter sensitive area (1) to protect the wildlife / environment (1) expensive, but wealthy tourists means they make the same income as mass tourism (1) not causing visual problems (1) relying on local guides and food (1) groups are usually conservation minded (1)

Taxing tourists and holiday companies (1) to reduce the numbers going in (1) pay more local wardens to enforce protection of the environment (1) conserve and repair traditional homes of people (1) increases public funds (1) more tourist development (1)

Encouraging coastal visitors to stay in small guest houses (1) to reduce number of skyscraper hotels (1) reduce visual pollution (1) helps provide business for local people and not large companies (1)

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

(e) CASE STUDY: The location of a primary or secondary economic activity.

- (i) Name and locate** a primary or secondary economic activity.
- (ii) Describe** the location of the economic activity. You may draw a sketch map if you wish.
- (iii) Explain** the advantages and disadvantages of the location of this economic activity.

Could be any primary or secondary economic activity. Can be at any scale.

Max L2 = 4 if only advantages or disadvantages or using a tertiary economic activity
If inappropriate industry or not recent.

Levels or response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. Adjust if necessary.

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

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

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

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

Total [30]

PEOPLE, WORK AND DEVELOPMENT

Question C6

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

6 (a) Study the map and table of development indicators on the opposite page.

(i) What is meant by the term 'infant mortality rate'?

The number of infants per 1,000 who die (1) before the age of one (1)

[1]

(ii) What is Brazil's infant mortality rate?

24 per 1,000.

[1]

(iii) **Describe** the variations in the infant mortality rates shown on the map. Refer to the Brandt Line in your answer.

Three simple points looked for, 1 for reference to Brandt Line. Do not accept above / below Brandt Line, or reverse answers. Max of 1 if list.

Examples:

The highest rates of infant mortality are south of the Brandt Line (1) Japan has the lowest infant mortality (1) the highest infant mortality is Pakistan (1) Brazil's infant mortality is much lower than the other two Less Economically Developed Countries (1)

(3 x 1) = [3]

- (iv) Use information from the table to help **explain** the variations in the infant mortality rate.

Will accept two reasons which are elaborated from the evidence in the table.
No reverse answers acceptable. Marks for explanation.

Examples:

The countries to the north of the Brandt Line have more doctors per 100 000 people to treat babies more quickly (1) provide appropriate medication / care (1)

The countries to the south of the Brandt Line are much poorer / lower GNI and cannot afford to build many hospitals / specialist medical equipment / medicines / drugs to treat babies quickly (1)

Less Economically Developed Countries have less money (GNI) to buy food (1) and may suffer from malnutrition (1)

Brazil has far more doctors / GNI than Pakistan / Ghana to guard against medical problems (1) etc.

(2 x 1) = [2]

- (b) Study the passage and diagram below.

- (i) **Describe two** possible effects of the working conditions shown in the diagram.

Credit any two effects but no marks for repetition of the working conditions in the diagram.

Examples:

Children use sharp needles to stitch footballs - may cut / hurt themselves (1)
dangerous accidents may occur (1)

Children often work over 10 hours per day – will not attend school (1) and develop skills to get better paid jobs (1) become very tired (1) may lead to accidents (1)

Work in poor light – may not see what they are doing (1) may lead to accidents (1) develop poor eyesight (1)

Sit on hard floors – uncomfortable (1) may lead to a bad back (1)

(2 x 1) = [2]

- (ii) **Suggest and explain one** reason why it is difficult to stop children working in factories in LEDCs.

Credit one mark for a reason and one mark for its elaboration.

Examples:

Families are too poor (1) children have to work to get money to provide food / clothes / shelter (1)

No records of births / easily forged certificates (1) means it is extremely difficult to prove age of children (1)

Only small amount of money spent on education (1) therefore not enough schools to provide education for all (1)

No people to check (1) no control by local government (1)

(1 + 1) = [2]

- (iii) **Suggest and explain** how child labour could be reduced in Pakistan.

Credit one mark each for two ways, and one mark for explanation of each way.
Can be ways used by Pakistan, or rich countries.

Examples:

Pakistan:

Enforce compulsory education / build more schools (1) so that children must go to school and not work (1)

Stricter register of births (1) so that there can be no cheating to get child labour (1) pay better wages to adults (1)

Minimum wage (1) so that families can afford to eat (1) don't have to send children out to work (1)

Rich Countries:

Pay more for products (1) so better wages for adults (1)

Campaign to stop people buying products made by children (1) this would force rich companies and Pakistan to stop exploiting children (1)

Non-Government organisations working with employers (1) to stop child labour (1) checking factories / cottage industries (1)

2 x (1 + 1) = [4]

- (c) Ghana's main farming export is cocoa beans. These are sold to countries like the United Kingdom to make chocolate.

Study the diagram below. It shows the percentage of the total price of a bar of chocolate that is earned at each stage of the process.

- (i) Use figures to **compare** the percentage earned on a bar of chocolate in Ghana and the UK.

Credit one mark for the recognition that UK gains much more money than Ghana, and the second for the accurate use of figures. UK takes 83% (1)
Ghana takes 17% (1)

(2 x 1) = [2]

- (ii) Fair Trade is a way to help Ghana's cocoa farmers. What is meant by the term 'Fair Trade'?

Credit any response that recognises greater equality between LEDCs as producers and MEDCs as recipients of the products. (1) Allow fair price (1)
Workers have decent working conditions (1) increased workers rights (1)

[1]

- (iii) **Suggest** how Fair Trade might help countries like Ghana with their development.

Need to credit the effects on the country and not individuals.

Credit a well elaborated response for three marks plus one simple response, or two elaborated responses for two marks each. A maximum of three marks if only simple unrelated statements.

Examples:

Fair trade results in more money in country (1) increases individual wealth (1) people can afford a better diet (1) leading to better health (1) more jobs more money (1)

Greater ability to work (1) increases wealth (1) this leads to increased taxes / public money (1) leads to better schools / hospitals (1) increases country's skills base (1) improves health care (1) so disease is reduced (1) attracts more outside investment (1) increases exports (1)

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

(d) CASE STUDY: A country that has received Aid.

- (i) Name** a country that has received Aid.
- (ii) Describe** the Aid received by this country.
- (iii) Explain** how this country has benefited from this Aid.

Max L2 = 4 if discuss trade

Max L2 = 4 if not a specific country e.g. Africa, Asia, New Orleans etc.

Levels of response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. Adjust if necessary.

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

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