

Geography Specification B (Avery Hill)

General Certificate of Secondary Education **1987/01**

Paper 1 (Foundation Tier)

Mark Scheme for June 2010

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WATER, LANDFORMS AND PEOPLE
A1

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

Question			Expected Answers	Mks	Rationale
1	Study the diagram below.				
(a)	(i)	Circle the correct answers in the following passage.	Surface flow (1), condensation (1), groundwater flow (1)	[3]	(3x1) Accept the correct options however they are identified
	(ii)	A store shown on the diagram is	Store: Choose from sea, forests/trees, lake, rocks, cloud, river	[1]	
	(iii)	Describe how precipitation falling on the forest could reach the sea.	One mark for each relevant factor. Examples: trees intercept water/slow water down (1) trees encourage infiltration (1) by surface runoff (1) by groundwater flow (1) evaporates then precipitates over sea	[2]	2 x 1
	(iv)	Complete the sentences to show how people's activities may change the water cycle.	Planting forests will increase <i>transpiration</i> Building a housing estate will speed up <i>surface runoff</i>	[2]	One mark for each correct completion.
(b)	Study Map 1 in the separate Resource Booklet. It shows areas in Ethiopia affected by drought during 2008.				

Question			Expected Answers	Mks	Rationale
	(i)	What is meant by the term 'drought'?	A long period in which less rain falls than is usual	[1]	
	(ii)	Name a region that suffers no drought.	Choose from: Gambella, Amhara, Benishangul Gumuz, Dire Dawa, or Harari	[1]	
	(iii)	Which region has the largest area of severe drought?	Somali	[1]	Accept no other region
(c)	Read the newspaper article below.				
	(i)	Give one cause of the drought in Ethiopia.	Any reference to lack of rainfall	[1]	
	(ii)	Give two ways the drought affected farmers.	Examples: results in crop failure (1) loss of income (1) forced to sell livestock to survive (1) malnutrition (1) Their children can't attend school (1) fields abandoned (1) migration (1)	[2]	Credit two ways it affected farmers. (2x1) Answers are taken only from the newspaper article.
	(iii)	Suggest other ways in which the people may be affected by the drought.	Examples: Leads to land becoming parched (1) No food to buy (1) may lead to starvation (1) greater dependency on relief aid (1) Rural depopulation (1) puts pressure on the areas which receive migrants (1) Market traders / shopkeepers have nothing to sell (1) may go out of business(1) Conservationists upset (1) because wildlife may suffer (1) Rivers are low (1) fishing people unable to use boats (1) struggle to survive (1) Lack of water for washing (1) leads to hygiene problems (1) leads to illness (1) Lack of clean drinking water (1) dehydration (1) water borne disease (1) illness (1) Travel greater distances to find water (1) forced to pay high prices for water (1)	[3]	Credit at least two ways for full marks. No repetition allowed. (3x1) or (1+1)+1 Answers not to be taken from the newspaper article.

Question		Expected Answers	Mks	Rationale
	(iv)	<p>Suggest and explain two problems the drought may have caused for the Ethiopian government.</p> <p>Examples: Need to seek relief aid/water/food (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 numbers of refugees (1) by providing temporary shelters for them (1) No export crops (1) less government money/tax from farmers (1) less income for country (1) greater government debt (1) Large number of sick people (1) Pressure on health services (1) Food riots (1) policing pressures (1)</p>	[4]	<p>Credit each problem and its explanation.</p> <p>(1+1) x 2</p>
	(v)	<p>Explain how people can try to manage drought problems in a country like Ethiopia.</p> <p>Examples: Long term aid (1) short term aid (1) self help (1) water rationing (1) Encourage water conservation (1) Appropriate technology, tube wells in villages etc (1) Prestige projects e.g. Dams for storage (1) Relief aid (1) allows people to survive in the short term (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) Comic Relief / Band Aid / Live Aid etc (1) schemes to help people (1)</p>	[4]	<p>Credit four separate ways, or three with one elaborated, or two ways elaborated, or one very well elaborated plus one way. No repetition allowed. (4x1) or (2x1) + (1+1) or (1+1) x 2 or (1+1+1) + 1</p> <p>'store water' is a baseline response.</p>

Question			Expected Answers	Mks	Rationale
(d)	CASE STUDY: An area that has flooded.				
	(i)	Name an area that has flooded.	<p>Can be any flood, anywhere in the world. Must describe the effects and explain the causes.</p> <p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.</p> <p>Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements (1/2 marks)</p> <p>Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks)</p> <p>Level 3: 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 (5 marks)</p>	[5]	
	(ii)	Describe the effects of this flood.			
	(iii)	Explain the causes of this flood.			
			Total	[30]	

A2

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

Question		Expected Answers	Mks	Rationale
2	Study the map below.	Poland (1), 280 (1), north west (1)	[3]	(3x1)
(a)	Circle the correct answers in the following passage.			
(b)	Study Photograph 1 in the separate Resource Booklet.			
	(i) Complete the passage below. Use words from the following list.	South easterly (1), swash (1), backwash (1,) coast (1), woodland (1)	[5]	(5x1)
	(ii) Complete the table below to identify the features marked by letters W , X and Y on the photograph.	Sheltered harbour X (1) Beach Y (1) Shallow water W (1)	[3]	(3x1) Questions bii and biii must be marked as a linked pair.
	(iii) Choose two of these features. For each you have chosen, give a tourist activity that is likely to use it.	Credit only tourist use of each feature Sheltered harbour – boating (1) sailing (1) fishing (1) Beach – sunbathing (1) relaxing (1) playing games (1) Shallow water – swimming (1) using dinghy (1) fishing (1) bird watching (1)	[2]	(2x1) <u>The ‘tourist use’; must relate directly to the chosen feature</u>
(c)	Read the article below. It shows benefits and problems that visitors may bring to the area.			

Question		Expected Answers	Mks	Rationale
	(i)	<p>Give and explain two ways visitors may bring problems to the area.</p>		
		<p>Examples: <i>Visitors cause footpath erosion</i> (1) area becomes unsightly (1) loss of vegetation (1) new footpaths become uncontrolled (1) <i>Visitors create a danger to wildlife</i> (1) natural habitats are lost (1) nesting birds disturbed (1) some species leave the area (1) <i>Visitors cause litter nuisance</i> (1) litter may cause wildlife to die (1) litter creates a polluted environment (1) more litter bins have to put out/emptied (1) creates extra costs (1)</p>	[4]	<p>Credit two ways and each explanation. (1+1) x 2</p> <p>In all responses on this paper 'pollution' must be qualified for credit.</p>
	(ii)	<p>Suggest and explain two ways visitors may bring benefits to the area.</p>		
		<p>Examples: Lots of visitors with money (1) allows shops to flourish (1) provides money for conservation/protection of the landscape (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)</p>	[4]	<p>Credit each way and explanation (1+1) x 2 Must be a benefit to the area, not to the tourists</p> <p>Baseline responses for credit, 'money' (1), 'jobs' (1)</p>
	(iii)	<p>Below are some ways that the Gdańsk spit area may be managed for a sustainable future. Circle one of these ways and explain how it may make the area more sustainable.</p>		
		<p>Examples: Charging admission would allow funds to be used to conserve the area (1) allow environmentalists to restore the area (1) for future generations (1) to control overuse of particular areas (1) deters tourists (1) reducing tourist damage (1) Creating visitor centres allows the area to regenerate naturally (1) educates visitors about the area (1) controls the movement of visitors (1) wardens able to manage the visitors (1) Car park charges increase revenue (1) allows money to be spent on conservation (1) pays the wages of the wardens (1) pays for more litter bins (1) Deters tourists (1) reducing footpath erosion (1) reducing littering (1) Reducing pollution from vehicles (1)</p>	[4]	<p>Candidates select one of the ways. Credit a detailed explanation. (1+1+1+1)</p> <p>Accept the correct option however it is identified</p>

Question		Expected Answers	Mks	Rationale
(d)	CASE STUDY: A river landform.			
	(i) Name and locate a river landform.	Can be any river landform anywhere in the world. Likely to be meander, waterfall, ox bow lake, floodplain.	[5]	A river is not a landform
	(ii) Describe the main features of this river landform.	Maximum of L2 = 3 if they do not refer to or locate an actual river landform or if they use a coastal landform.		
	(iii) Explain how it was formed. (You may use diagrams if you wish.)	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary.</p> <p>Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements (1/2 marks)</p> <p>Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks)</p> <p>Level 3: 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 (5 marks)</p>		
		Total	[30]	

**PEOPLE AND PLACE
B3**

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

Question		Expected Answers	Mks	Rationale
3	Study the OS map extract.			
(a)				
	(i) Area A is part of the Central Business District (CBD) of Leeds. The list below identifies four places in Leeds. Which two are in Area A ?	Cathedral (1) Leeds Station (1)	[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]	
	(iii) Circle the correct answers in the passage below.	3033 (1) south (1) M621 (1) 0.5km (1)	[4]	

Question		Expected Answers	Mks	Rationale
(b)	Read the passage below.			
	(i) Choose two of these features and explain how they may benefit Leeds and its people.	Examples: <i>Apartments</i> – places to live (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) Job creation, servicing the apartments (1) <i>Cafes / bars / restaurants</i> - new services opened (1) jobs created (1) brings money into the area (1) brings vitality into the area (1) brings tourists (1) improves quality of social life (1) <i>Pedestrianised area</i> - car free area (1) less noise / air pollution (1) much safer (1) more sociable (1) <i>Office space</i> - modern offices attract new business to the area (1) creates jobs (1) wealth for the city (1) <i>Major hotel</i> – jobs created (1) attracts business people (1) brings money into the area (1) <i>Riverside walkway</i> - more attractive environment (1) modern buildings (1) pleasant riverside walks (1)	[4]	Credit explanation of each feature May be two separate reasons or elaborated reason for each feature No repetition acceptable (1+1) x 2 All marks are for explanation. There is no credit for merely naming the feature.
	(ii) Suggest and explain one problem the people of Leeds may face as a result of this development.	Traffic will have to use other roads (1) causing congestion (1) more expensive to bring goods in (1) Lots of people visiting bars / restaurants (1) may cause noise and overcrowding eg at weekends (1) Noise and / or dust (1) during the construction / building phase (1) stressed/unhappy locals (1) Apartment costs that local people can't afford (1) Competition for existing bars etc. (1)	[2]	Credit one problem and its explanation (1+1)

	(iii)	Suggest one way in which buildings may be planned and designed to protect the environment.	Examples: Well insulated walls (1) energy-saving light bulbs (1) double / triple glazing (1) efficient heating systems e.g. combination boilers (1) up to date concrete on steel frames (1) re-cycling facilities (1) use of solar panels / small wind turbines (1) re-used construction materials (1) roof gardens (1) attracts wildlife (1) use of brownfield sites (1) preserves green belt etc (1)	[1]	Credit one way
	(iv)	In 2008, house prices were falling, and people had difficulty borrowing money. Suggest and explain the effects of this on new developments like Brewery Wharf.	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) developers lose money (1) construction workers lose jobs (1) Repossessions (1) people cannot afford to pay mortgage (1) mortgages may rise (1) Fewer residents in flats (1) other services lose trade/jobs (1)	[3]	Credit three separate effects, or one elaborated effect plus one effect or one very well elaborated effect (3x1) or (1+1) + (1) or (1+1+1) negative multiplier effect comments must be related to buying houses.
(c)	Read the passage below and study the OS map extract.				
	(i)	Using evidence from the OS map give one reason why Leeds has a major traffic congestion problem.	Examples: Major 'A' class roads focus on the CBD from all directions (1) The M621/motorways (1) Narrow roads (1) New road construction (1)	[1]	One mark for a correct response Must quote evidence from the map
	(ii)	One car park will be located in grid squares 3129 and 3130. Give two reasons to explain why this is a good site for a 'park and ride' car park.	Examples: Large area/open space (for car park) (1) Junction of M1 and M621 motorways/easy to get off motorway(s) (1)	[2]	One mark for each reason (2x1)

	(iii)	Suggest one other way traffic congestion could be reduced in cities like Leeds.	Examples: Car sharing (1) cycling / cycle ways (1) congestion charge / restrict vehicle access (1) cheaper bus fares / bus lanes (1) build/improve/encourage use of bus/train/tram/metrolink (1) Use 'car sharing' lanes (1) Encourage walking (1) Increased car park fees/car park levies (1)	[1]	Credit one other way Do not credit the notion of building new roads
	(iv)	Suggest and explain two ways the electric bus 'park and ride' scheme might improve the quality of life in Leeds.	Examples: Less noise pollution (1) electric buses are quieter (1) Less air pollution (1) fewer carbon emissions (1) Reduced number of vehicles entering the city (1) better health/reduced asthma (1) City centre safer (1) fewer accidents / car crimes (1) reduced numbers of cars entering the city (1) Easier to travel around the city (1) so people get to work on time (1) Encourages people to use public transport (1) relieves congestion (1) cleaner environment (1) less stress (1)	[4]	Credit two ways with explanation for two marks each, or one very well elaborated way for 3 marks plus one other way for extra mark (1+1+1) +(1) or (1+1) x 2

Question			Expected Answers	Mks	Rationale
(d)	CASE STUDY: Improving services or housing conditions in a city in a Less Economically Developed Country (LEDC).				
	(i)	Name a city in an LEDC where services or housing conditions have been improved.	<p>Max L2 = 3 if inappropriate example e.g. names a country or MEDC city. Levels of response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. Adjust if necessary.</p> <p>Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements (1/2 marks)</p> <p>Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks)</p> <p>Level 3: 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 (5 marks)</p>	[5]	<p>If the response addresses both housing and services only one may be credited. Credit that which gives the higher mark.</p>
	(ii)	Describe the improvements in that city.			
	(iii)	Explain how the improvements have affected the lives of the people who live there.			
			Total	[30]	

B4

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

Question			Expected Answers	Mks	Rationale
4	Study Map 2 in the separate Resource Booklet. It shows the Las Vegas and Lake Mead area in the south-west of the USA.				
(a)	(i)	Circle the correct answers in the following passage.	Nevada (1), west (1), 26 (1), 0579 (1)	[4]	(4x1)
	(ii)	Give two features on the map that may attract people to Las Vegas. Explain your choice of features.	Examples: Golf course (1), golfing holiday (1), relaxation / recreational activity (1) Hotels (1), relaxation (1), eat and drink (1), recreational sports (1) because they have casinos (1) Lake Mead Marina (1), cruises (1), boating holidays (1) Beach at Lake Mead (1) relaxation (1) sunbathing (1) Shopping malls/centres (1) buy cheaper goods/souvenirs (1)	[4]	Credit any two specific features from the map, and explanation of each one. No repetition allowed. (1+1) x 2 Credit only <i>features</i> on the map, e.g. not 'casinos'
(b)	Study the graph below.				
	(i)	Use the information below to complete the graph.	Correct completion of graph. No latitude. No need to draw the line.	[1]	
	(ii)	Use information from the graph to tick the three correct statements in the table below.	Population grew slowly between 1920 and 1950 (1) Rapid rise in population between 1970 and 2000 (1) The population in 2000 was 480 000 (1)	[3]	Credit each correct answer. (3x1)

Question			Expected Answers	Mks	Rationale
			If more than 3 ticks subtract the number of incorrect ticks from the number of correct ticks to obtain the mark.		
(c)	Read the passage below.				
	(i)	Suggest and explain two ways in which falling water levels in Lake Mead might affect the lives of people living in Las Vegas or visiting it.	Examples: Not enough water to drink (1) leads to water shortages (1) rationing of water (1) Homes / Hotels unable to fill swimming pools (1) won't be able to swim for exercise (1) Reduction of water for bathing / showering (1) may cause hygiene problems (1) Unable to water parks and gardens (1) become parched / unattractive (1) Lack of water for public utilities (1) could lead to health problems (1) Can't water golf courses (1) golfers have poor conditions to play in (1) Less/unreliable electricity supplies (1) air con doesn't work (1) home entertainment fails (1) hotels provide poorer service/casinos fail (1)	[4]	Credit each way and its effect on the lives of people (1+1) x 2 References to 'less water' must be qualified for credit.
	(ii)	One way of responding to a reduced water supply is to put water meters in houses and hotels. Explain how this might help Las Vegas in the future.	Examples: People pay for water (1) people may take less baths / showers (1) will reduce the demand (1) Hotels reluctant to fill swimming pools (1) too expensive (1) will help save Las Vegas water (1) Make people conscious of saving water (1)	[2]	Credit two points or elaborated explanation (2 x 1) or (1 + 1)
	(iii)	The growth of population in Las Vegas is putting pressure on other services. Three effects are shown below. Choose one of these effects (1, 2 or 3) and explain how it may cause problems for the Las Vegas city planners.	Examples: Large increase in demand for housing May create poor quality areas (1) can lead to overcrowding (1) poorer living conditions (1) Increases the cost of housing (1) may create homelessness (1) may have to provide shelters/housing/ public utilities (1) need more space for development (1) Pressure on hospital services Not enough hospitals / clinics/more people needing hospitals (1) leads to people waiting longer (1) may lead to poor quality health care (1) needs more staff (1)	[3]	Credit three separate points or one elaborated plus one or one very well elaborated point for chosen effect . (3 x 1) or (1 + 1) + 1 or (1 + 1 + 1)

Question			Expected Answers	Mks	Rationale
			<p>Expensive health care (1) poorer people may not be able to pay for treatment (1) build more hospitals (1) need more space for development (1)</p> <p>Congestion on the city's roads</p> <p>Traffic hold-ups (1) polluted atmosphere (1) increased levels of carbon monoxide (1) increases greenhouse gases (1) more car accidents (1)</p> <p>Need to provide alternative transport options (1) will be very expensive (1) build more roads (1) need more space for development (1)</p>		
(d)		<p>Planners have different views about how cities should develop in future. Read the two views below. With which view do you agree more? Explain why.</p>	<p>Examples:</p> <p>Robert Smith</p> <p>Build newer and better houses (1) to reduce overcrowding (1) provide better living amenities (1) attract wealthier people (1) more money to spend on services (1)</p> <p>Create new shopping complexes / leisure facilities / healthcare facilities (1) to create new jobs (1) provide for the needs of the people (1)</p> <p>Develop new transport systems (1) to reduce current problems (1)</p> <p>Sian Jones</p> <p>Building new houses puts pressure on water / sewage systems (1) less money to spend upgrading current houses (1)</p> <p>Controls the demand for water (1) conserves resources for the future (1)</p> <p>Need to reduce traffic (1) so less air / noise pollution (1) less of a carbon footprint (1)</p> <p>Need to protect the green belt (1) to make cities more sustainable (1)</p>	[4]	<p>Must choose either viewpoint and then develop appropriate points to justify their choice. (4 x 1) or (1+1+1) +1 or (1+1) x 2 or (1+1+1+1)</p> <p><u>No credit for lifting information directly from the two speech bubbles.</u></p>

Question			Expected Answers	Mks	Rationale
(e)	CASE STUDY: Migration to an urban area.				
	(i)	Name an urban area which has been affected by in-migration.	<p>Can be any area, LEDC or MEDC Maximum of L2 = 3 if it is not an urban area Levels of response mark scheme. Work upwards from the lowest level. Award QWC level first then Geography level. Adjust if necessary</p> <p>Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements (1/2 marks)</p> <p>Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks)</p> <p>Level 3: 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 (5 marks)</p>	[5]	Treat migration at any 'scale' other than 'urban area' as an inappropriate example.
	(ii)	Describe the effects of this migration into the urban area.			
	(iii)	Explain why people migrated to this area.			
Total				[30]	

PEOPLE, WORK AND DEVELOPMENT
C5

Question	Knowledge	Understanding	Application	Skills
(a) (i)	1			
(ii)				3
(iii)		1		1
(b) (i)				1
(ii)				2
(iii)	1	2		
(iv)	1	1		
(c)	2	2		
(d) (i)				1
(ii)		1	1	
(iii)	2	1	1	
(e)	2	2	1	
Total	9 (10)	10 (10)	3 (3)	8 (7)

Question		Expected Answers	Mks	Rationale
5	Study Map 3 in the separate Resource Booklet.			
(a)				
	(i) Tourism is a tertiary economic activity. What is meant by tertiary economic activity?	Providing a service	[1]	
	(ii) Circle the correct answers in the following passage.	Less Economically Developed (1) 60 (1) South America (1)	[3]	(3x1)
	(iii) Use evidence from Map 3 in the separate Resource Booklet to explain why most visitors come from Europe.	Examples: Europe is richer (1) because more economically developed (1) Fairly close (1) therefore easily reached/cheaper to reach (1) Kenya has tropical/hot climate/Europe's temperatures are temperate/cooler than Kenya (1) Europe is further away from the Equator / Tropic of Cancer (1) so is cooler than Kenya (1)	[2]	1 mark each for two reasons or 1 mark for elaborated reason (1+1) or 2x1

Question		Expected Answers	Mks	Rationale
(b)	Study the graph below.			
	(i) Complete the graph using the information below.	1 mark for correct plot. No need to complete the line. No latitude	[1]	
	(ii) Describe the trend in the number of tourists visiting Kenya between 2000 and 2007. Refer to figures in your answer.	Examples: Rise (1). From 1 million to 2 million / increase by 1 million (1) doubled (1)	[2]	Credit an accurate description of trend. Use of figures must demonstrate some manipulation of figures on the graph from 2000 to 2007. (2x1)
	(iii) Tourism has benefited Kenya and its people. Tick three benefits from the statements below.	1 mark for each for ticking the following statements If more than 3 ticks subtract the number of incorrect ticks from the number of correct ticks to obtain the mark. Tourism leads to the development of new roads and airports Tourist spending creates jobs Tourism brings money into the country	[3]	(3x1)
	(iv) Give one advantage and one disadvantage that tourism may bring to other industries such as farming, fishing or manufacturing.	Advantages Creates jobs (1) increased demand for their produce (1) greater income (1) farmers / fishermen providing food for hotels (1) making / selling goods to sell to tourists (1) Disadvantages Fishermen may be banned from fishing in some tourist areas (1) farmers may lose land to build hotels (1) Farmers may not be able to supply the type of food wanted by hotels (1) specialist foods brought from abroad (1) People may leave traditional industries to work in tourism (1) The tourist trade is unreliable (1) Farmers/manufacturers may lose earnings in bad years (1)	[2]	1 mark for advantage, 1 mark for disadvantage (1+1)
(c)	Read the passage below. Suggest how a decline in tourist numbers may have affected the tourist industry and the people who work in it.	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	[4]	Can credit four simple effects or credit two effects and each explanation. Allow 3 max for well developed effect and explanation. Cannot repeat any point. Can refer to tourist industry or workers or both (4 x1) or (3 max +1) or (2+2)

Question		Expected Answers	Mks	Rationale
		business (1) causing more unemployment (1) Less money for families (1) lack of food (1) family stress (1) may lead to crime (1)		
(d)	Study Advertisement 1 in the separate Resource Booklet. It shows places tourists can visit.			
	(i) Name one place that tourists may visit in Kenya.	Credit any one place from the advertisement e.g. Mombassa, 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]	Must be a <i>specific</i> place on the map.
	(ii) Increasing numbers of tourists may damage the environment. Suggest two ways this may happen.	Examples: Tourists litter beaches (1) Damage coral (1) Erode footpaths (1) Tourist minibuses cause soil erosion (1) Increased air / noise pollution from traffic (1) Increased sewage polluting sea (1) Wildlife disturbed by tourist vehicles / hot air balloons (1) Hotels cause visual pollution (1) Hotel building destroys habitats (1) Increased flights/other transport increased air pollution/carbon emissions/adds to global warming (1)	[2]	Credit two separate ways. May be general or specific to Kenya (2x1)
	(iii) Below are some ways of making tourism more sustainable. Choose two of these ways (from 1,2,3 and 4) and explain how each would help.	Examples: Educating tourists about local culture and customs 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) Encouraging ecotourism Less damage from tourism (1) usually small group numbers means they can enter sensitive area (1) to protect the wildlife / environment (1) usually 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 to reduce the numbers going into sensitive areas (1) pay more local wardens to enforce protection of the	[4]	Select any of the two ways. Credit a basic explanation for one mark, and an elaborated explanation for two marks. No marks for repetition of explanation. Allow 3 marks for one well developed explanation, plus one mark for second explanation. (3 max +1) or (2+2)

Question			Expected Answers	Mks	Rationale
			<p>environment (1) conserve and repair traditional homes of people (1)</p> <p>Increases public funds (1) so available for spending on tourist development/repair tourist damage (1)</p> <p>Encouraging visitors to stay in small locally run guest houses</p> <p>to reduce number of skyscraper hotels (1) reduce visual pollution (1) helps provide business for local people and not large companies (1)</p>		
(e)	CASE STUDY: The location of a primary or a secondary economic activity.				
	(i)	Name and locate a primary or secondary economic activity.	<p>Could be any primary or secondary economic activity</p> <p>Can be at any scale</p> <p>Max L2 = 3 if not a specific place in the UK or if a continent only is given for examples elsewhere in the world. Max L2 = 3 if tertiary economic activity or an activity that is not recent.</p> <p>Levels of response mark scheme. Work upwards from the lowest levels. Award QWC level first then Geography level. Adjust if necessary</p> <p>Level 1: Choice of case study applied reasonably well. Gives simple description or explanation. Information is communicated by brief statements (1/2 marks)</p> <p>Level 2: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks)</p> <p>Level 3: 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 (5 marks)</p>	[5]	
	(ii)	Describe the location of the economic activity. (You may draw a sketch map if you wish.)			
	(iii)	Explain why it was located here.			
			Total	[30]	

C6

Question	Knowledge	Understanding	Application	Skills
(a) (i)	1			
(ii)				1
(iii)				3
(iv)		1	2	1
(b) (i)				1
(ii)		3		
(iii)	2			
(iv)		2		
(c) (i)				1
(ii)				1
(iii)	2			
(iv)	2	2		
(d)	2	2	1	
Total	9 (10)	10 (10)	3 (3)	8 (7)

Question			Expected Answers	Mks	Rationale
6	Study the map and table of development indicators on the opposite page.				
(a)					
	(i)	What is meant by the term ' infant mortality rate '? Tick the correct answer from the statements below.	The number of babies per 1000 born who die before the age of 1	[1]	
	(ii)	Complete the graph for Brazil on the world map opposite using the information below.	1 mark for correct plot. <u>No need to shade the box.</u>	[1]	
	(iii)	Circle the correct answers in the following passage.	Japan (1) 57 (1) USA (1)	[3]	(3x1)

Question			Expected Answers	Mks	Rationale
	(iv)	Use information from the table of development indicators to give and explain two reasons why Ghana has a higher infant mortality rate than France.	Examples: Ghana has fewer doctors (per 100 000 people) than France (1) to treat babies more quickly (1) provide appropriate medication / care (1) Ghana is much poorer than France (1) and cannot afford to build many hospitals / specialist medical equipment / medicines/ drugs (1) to treat babies quickly (1) People / babies have very poor diets compared to France (1) because have much less money to buy food (1) may suffer from malnutrition (1)	[4]	Credit two reasons, each with an explanation, or one very well elaborated reason for 3 marks plus 1 mark for simple reason. Cannot have same answer reversed. Must be some comparison (2+2) or (3 max +1)
(b)		Study the passage and diagram below.			
	(i)	How many children aged between 5 and 14 are working in Pakistan?	9 m(illion)	[1]	
	(ii)	Describe three possible effects of the working conditions shown in the diagram.	Examples: <i>Work over 10 hours a day</i> – will not attend school (1) will not develop skills to get better paid jobs (1) become very tired (1) may lead to accidents (1) poor quality production (1) <i>Use sharp needles</i> – may cut / hurt themselves (1) dangerous accidents may occur(1) infections spread/health concern (1) <i>Work in poor light</i> – not able to see what they are doing (1) potential for accidents (1) develop poor eyesight (1) poor quality production (1) <i>Sit on hard floors</i> – uncomfortable (1) may damage their backs (1) poor quality production (1)	[3]	Credit any three effects but no marks for repetition of the working conditions in the diagram. Credit any effect only once. (3x1)
	(iii)	Suggest two reasons why multinational companies make sports goods in LEDCs like Pakistan.	Examples: Cheap / lower wages (1) higher profits (1) large labour force (1) less risk of strikes (1) may get grants / incentives from government (1) fewer environmental controls / restrictions (1) raw materials may cost less (1) fewer health and safety laws (1) cheap to set up factories (1)	[2]	Credit two separate reasons (2x1)

Question			Expected Answers	Mks	Rationale
	(iv)	Below are some ways of reducing child labour in Pakistan. Choose two of these ways (from 1, 2, 3, 4 and 5) and explain how each would reduce child labour.	Examples: 1. <i>Enforce compulsory education</i> - so that children must go to school and are not allowed to work (1) 2. <i>Strict register of dates of births</i> - so that there can be no cheating to obtain child labour (1) 3. <i>Minimum wage</i> – so that families don't rely on their children working (1) 4. <i>Rich countries pay more for products</i> - so better wages for adults (1) 5. <i>Campaign to stop people buying products made by children</i> - this would force rich companies or Pakistan to stop exploiting children (1) would put child exploiting companies out of business (1)	[2]	Credit 1 mark for each explanation. No marks for repeating the way (2x1)
(c)	Study the diagram below.				
	(i)	Ghana's cocoa farmers get the smallest payment. What percentage is this of the total price of the chocolate bar?	9%	[1]	No latitude
	(ii)	What is the percentage of the total price of the bar of chocolate that stays within Ghana?	17%	[1]	No latitude
	(iii)	Fair Trade is a way to help Ghana's cocoa farmers. No child labour is used in making Fair Trade products. Give two other features of Fair Trade.	Examples: Fair price paid for the product (1) workers have decent working conditions (1) 'legal' working hours (1) workers paid a fair wage (1) often work in co-operatives (1) increased workers rights (1) cuts out the middle man (1) Provide micro credit banks/loans (1) Develop village infrastructure (wells/schools/etc) (1) environmentally friendly (1) Higher prices for the consumer (1)	[2]	Credit two valid features of Fair Trade (2x1)

Question			Expected Answers	Mks	Rationale
	(iv)	Suggest and explain two ways that Fair Trade would help the development of Ghana.	Examples: Reduces debt (1) therefore less reliance on aid (1) Better schools/colleges (1) so children get better education/more skilled work force (1) thereby taking more of the high income jobs (1) increasing tax revenues (1) Better health care (1) so disease is reduced (1) less pressure on 'state' hospitals (1) Increasing wealth (1) so greater income for poor (1) less pressure on health and social services (1) Better infrastructure or any other services that make up the infrastructure (1) e.g. access to safe water (1) which may improve life expectancy (1) or may attract new industry / investment(1) Allow 'more money' for 1 mark only	[4]	Credit two simple statements and their valid elaboration, or one well elaborated statement plus one simple statement $(1+1+1) + (1)$ or $(1+1) \times 2$ Don't accept 'cocoa farming' specific responses unless related to development of Ghana. Need to credit the effects on development of the country and not individuals.
(d)	CASE STUDY: A country that has received Aid.				
	(i)	Name a country that has received Aid.	Max L2 = 3 if the focus is trade. Max L2 = 3 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: Appropriate choice of case study applied well. Gives descriptive points with some explanation. Communication includes some use of specialist terms. Some accuracy in spelling, punctuation and grammar (3/4 marks) Level 3: 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 (5 marks)	[5]	
	(ii)	Describe the Aid received by this country.			
	(iii)	Explain how this country has benefited from this Aid.			
			Total	[30]	

USING LEVEL DESCRIPTORS IN CASE STUDIES PAPERS 1 AND 2

We have a simple way of judging the quality of Geography and the quality of Written Communication so that:

- It is fair to candidates.
- It is consistently applied by many AEs.

You will be aware that each level descriptor includes some reference to QWC. The Case Study should be marked using the following sequence.

- 1 The Case Study is read and judged by descriptor for the level of QWC and for Geography.
- 2 The final mark is decided as follows:
 - If the QWC Level = the Geography Level the Geography mark is unchanged and awarded.
 - If the QWC Level is below the Geography Level one mark is deducted from the Geography mark; if this changes the final Level so be it. (this cannot be less than 0).
 - If the QWC Level is above the Geography Level one mark is added to the Geography mark; if this changes the final Level so be it. (This cannot exceed the max.mark).

This system is fairly easy to operate and code; the final mark ensures that the Geography has more influence over the final mark than the QWC. We do not wish to see, over 3 Case Studies, a candidate lose more than -3 or gain +3, which is quite a large differential on a paper out of 90.

	Final Mark
QWC (L1) Geography (L0=0)	1
QWC (L1) Geography (L2=3)	2
QWC (L2) Geography (L2=3)	3
QWC (L3) Geography (L2=3)	4
QWC (L3) Geography (L3=5)	5

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