

**Published Mark Schemes for  
GCE AS Geography**

**Summer 2010**

Issued: October 2010



MARK SCHEMES (2010)

Foreword

***Introduction***

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The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

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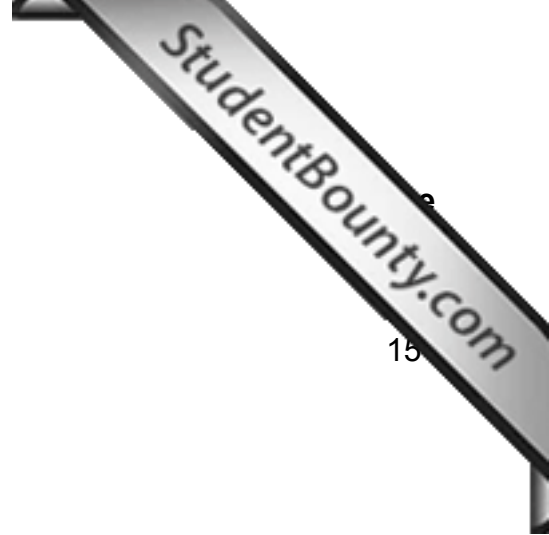


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New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2010**

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## **Geography**

**Assessment Unit AS 1**

*assessing*

**Physical Geography**

**[AG111]**

**TUESDAY 1 JUNE, MORNING**

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# **MARK SCHEME**

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## Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

AO1 demonstrate knowledge and understanding of the content, concepts and processes;

AO2 analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;

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## Levels of Response

For questions with an allocation of six or more marks three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

**General Descriptions for Marking Criteria**

<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Quality of Written Communication</b>	<b>Level</b>
<p>The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.</p>	<p>The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.</p>	<p>3</p>
<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	<p>2</p>
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	<p>1</p>

## Section A

- 1 (a) (i) Candidates have the opportunity to display their knowledge of the enquiry process. Three intervening stages between data collection and the geographical conclusion require elaboration. Obviously a consideration of the aim, hypotheses, planning, data collection or the formulation of the conclusion is **not** acceptable. Appropriate steps include:

- Data tabulation
- Data processing
- Statistical analysis/statistical interpretation
- Data presentation (graphical representation)
- Laboratory analysis
- Data analysis/interpretation
- Evaluation

For each appropriate stage

**Award [1]** for the identification of a logical enquiry step.

**Award [1]** for the accurate clarification of its role, or purpose, within the investigation process. (3 × [2]) [6]

- (ii) Processes:

- **Sampling Size** – The selection of a sample is an essential requirement in studies where it is impossible, or unnecessary, to study the total population. This involves the selection of a subset, or representative portion, of the population for study from which reliable inferences can be derived.
- **Sampling Method:** This involves a consideration of how the sample may be obtained. It may be essential to reflect on the appropriateness of a random, systematic, stratified or a pragmatic method so that an accurate data set can be obtained for objective and reliable hypothesis testing.
- **Pilot Testing:** This involves a trial run of various aspects of the investigation, e.g. the data collection procedures, questionnaires etc. It is a vital stage of the planning process as it highlights potential weaknesses which may require modification. This process should ensure that all aspects of the investigation are completely reliable and successful.
- **Risk Assessment:** This is an initial step in the risk management process. In field work it generally involves the identification of potential hazards and the consideration of realistic mitigation strategies. A pre-site visit is commonly employed in the assessment of risk. It is essential for a health and safety conscious approach to field work.
- **Site Selection:** This process involves the consideration of a suitable site to meet the needs of the investigation. Site selection criteria may vary depending on the field work undertaken. Positive factors may include health and safety, accessibility, human and physical features etc. The selection of a suitable geographical site is vital for a reliable exploration of the aim of the study.

For each process:

How [1] a description of how the planning process was conducted (procedure)

Why [1] a description of why the planning process was undertaken (purpose)

Link [1] a relevant link to field work, e.g. name of site/instrument/variable/distances etc.

(2 × [3]) [6]

- (b) At AS level candidates should be able to identify a specific secondary data source (potential or actual) and describe fully its role/relevance within the investigation. Secondary data, obtained from a published source, can be either qualitative or quantitative and may be employed at a variety of stages within the investigative process.

Definition [1] an accurate definition of secondary data.

Source [1] a specified source, e.g. a named textbook, a named website, type/scale of map etc.

Description [2] a description of the source's actual/potential role within the investigation. [4]

- (c) (i) The graph produced must be accurate, appropriate and relevant to the aim of the investigation. Considerable cross-referencing is essential with the tabulated data submitted by the candidate.

Mark breakdown as follows:

Title [1] – must be specific (and refer to variables presented)

Conventions [2] – for labelling of axes (variables presented with units stated)

– inclusion of key (if necessary)

– for scaling appropriate to values tabulated

Accuracy [3] – for the accurate plotting of data/values tabulated

Method [1] – for the selection of an appropriate technique. [7]

- (ii) The mark breakdown is as follows:

- **Award up to [3] for graph description/analysis**

**Award [3]** for thorough analysis. This should include a reference to the overall trend, the quotation of relevant values or perhaps the identification of anomalous values.

**Award [2] or [1]** for less thorough graph analysis.

- **Award [1] if the candidate demonstrates an awareness of the usefulness of the graph.**

Candidates may be aware that a graph alone, without statistical analysis, would not provide sufficient evidence to accept/reject a hypothesis. Others may be aware that the graph relates to a single hypothesis only and thus would only be one facet of the overall aim. Credit can be gained if the candidate recognises that the graph conforms to or supports the original hypothesis. [4]

(iii) The data collection method selected may be primary or secondary but **must** be related to one of the variables displayed on the graph in **question 1(c)(i)**.

- **Award [3]** for a detailed description of a primary data collection method with explicit, and convincing, reference to fieldwork.
- **Award [2] or [1]** for a methodology which lacks relevant depth. Reference to fieldwork is more general and less explicit.

[3]

**Section A**

**30**

## Section B

- 2 (a) (i) Highest rainfall is in December at 72 mm. Accept 71–73mm.  
Lowest rainfall is in April at 47 mm. Accept 46–48mm. [2]

- (ii) The candidate is required to both describe and explain the changes in runoff throughout the year. Runoff is highest in winter (January 44 mm), when rainfall is high (67 mm) and lowest in summer (August 6 mm) but since summer rainfall is also quite high it cannot be the main factor affecting runoff. Runoff in summer is lower due to the greatly increased rate of evaporation and transpiration (evapotranspiration) that takes place in summer when temperatures are higher and plant growth is at its highest.

**Award [3]–[4]** marks for a good description and sound explanation of the changes in runoff. This should include use of the resource and appropriate terminology.

**Award [1]–[2]** marks for a general answer or one that lacks explanation or where there is poor use of the resource. [4]

- (b) For their chosen river feature the candidate should be awarded up to [6] marks. Full credit should be given for a well-annotated diagram.

**Ox-bow lakes.** As river meanders move downstream it is possible for one part of a meander to “catch up” with the opposite side. Eventually, at a period of high discharge, the river may, through erosion, break through the neck of the meander. Reduced velocity at the entrance to the former meander, especially as discharge subsides, results in deposition, which seals off the meander to leave an ox-bow lake. The river has abandoned the original meander in favour of the shorter, steeper new route.

**Levees** are depositional features formed on a river’s flood plain. They are low ridges, which develop along the edges of river channels prone to flooding. As water bursts over the banks of the river during a flood, the increase in frictional drag, caused by the shallow depth of water and vegetation, reduces the speed of flow of the water dramatically. The heaviest parts of the load are deposited first and stay nearest the bank, eventually building up alongside the river channel as mounds of gravel and sands.

### Level 3 ([5]–[6])

The candidate produces a well-annotated diagram and with the use of appropriate geographical terminology, clearly explains the river processes involved in the formation of the feature.

### Level 2 ([3]–[4])

The candidate produces a less well-annotated or poorly drawn diagram or their explanation is generalised or lacking in a geographical terminology.

### Level 1 ([1]–[2])

The candidate fails to produce a diagram or their explanation is limited or inaccurate. [6]

- 3 (a) (i) A climatic climax vegetation is achieved when, through a series of stages, the vegetation of an area is in harmony with its environment, i.e. when the natural vegetation has achieved a stable balance with the climate and soils of the area.

There are many ways in which a climatic climax vegetation can be replaced by a plagioclimax vegetation. These include:

- tectonic activity, e.g. volcanic eruptions
- permanent deforestation
- frequent burning of grasslands, moors, forests or heaths.
- draining wetlands
- grazing of sheep etc

Candidates should be awarded up to [2] marks for the explanation of climatic climax vegetation and up to [2] marks for discussing one way in which a plagioclimax vegetation can be formed. [4]

- (ii) The candidate is required to describe two ways the plants in the first seral stage (pioneer species or colonisers), differ from those of the climatic climax community. The answers will vary according to the case study of plant succession which the candidate is familiar with but, in general terms, the colonisers are plants that can cope with harsh conditions and poor soils, lacking nutrients while the more diverse species of the climatic climax vegetation are those which are suited to the fully developed, nutrient rich soils found there. For example, in a lithosere the first plants are usually mosses and lichens which can grow on rock surfaces and poor soils. In a psammosere the first plants are usually sea couch or sea rocket, which are salt tolerant plants. In the climatic climax vegetation the dominant species would be slower – growing trees which are able to compete more successfully for light. In the UK these might be oak or birch.
- For each of their chosen differences, the candidate should be awarded up to [2] marks for clearly describing how the plant communities differ. [2] + [2] [4]

- (b) Candidates are asked to describe and explain how the monoculture of annual cereals would change any two of the characteristics in **Resource 3B**.
1. The soil surface would be broken up and there would be times when there would be no plant cover to protect the soil.
  2. There would be a reduction in soil moisture content which would affect crop growth.
  3. Soil particles would not be held together, especially at times when the cereals were not present, leaving the soil exposed to erosion.
  4. There would be an increasing loss of nutrients by leaching as moisture would move down through the soil more easily.
  5. There would be a decrease in soil organic matter as harvesting continually removed material which was not recycled into the soil.
  6. There would be an increased chance of wind erosion as there would be times when there was no plant cover to protect soils.

For each of their chosen characteristics candidates should be awarded up to [2] marks for a clear description and explanation of how monoculture would change the characteristic. [2] + [2] [4]

4 (a) (i) Candidates are required to describe the pattern of world precipitation shown on the Resource. They do not need to explain the pattern. They should refer to places or regions and quote figures in their answer. The highest annual rainfalls, more than 2000 mm, are found in tropical regions, e.g. Amazonia and Indonesia, while the lowest rainfalls, 0–499 mm are found in desert regions, e.g. Sahara and in the centres of large continental areas, e.g. central Asia. Candidates should be awarded up to [4] marks for an answer which quotes figures from the Resource and refers to specific places/regions to accurately describe the pattern of world precipitation. If no figures are given maximum [3]. [4]

(ii) Candidates are required to explain one cause of precipitation for either area A, B or C on the Resource. Their answer should mention the processes of uplift, cooling and condensation leading to precipitation, for their chosen place and type of rainfall. Candidates should be awarded up to [2] marks for a clear explanation of their chosen type of rainfall. If process mentioned without development [1] [2]

(b) Hurricanes form over tropical oceans, usually between 5° and 20° north and south of the equator where the Coriolis force is strong enough to cause rotation. They usually form on the western side of oceans, where the descending air from the subtropical high pressure system is weaker, allowing large-scale upward convection to occur. There must be an upper atmosphere air rotation so that air sucked into the hurricane can spray out into the upper atmosphere. Hurricanes originate from small-scale tropical storms. Ocean temperatures must be greater than 27 °C to a depth of around 60 metres (allow “considerable depth”). There must already be convergence near the surface of the ocean. Absence of wind shear.

Award up to [6] marks for six relevant facts on location and atmospheric or oceanic conditions. [6]

12

**Section B**

**36**



**Section C**

- 5 The details of the answer will depend on the case study chosen. The candidate should use their chosen case study to discuss both the beneficial and detrimental effects of flooding on each of the three areas mentioned, people, property and the land. This might include death of people, outbreaks of disease, migrations, planting of crops in flooded fields, increased food supplies from fish breeding in flooded areas, destruction of homes and the infrastructure, the destruction of crops, the deposition of alluvium to benefit future farming, etc.

**Level 3 ([9]–[12])**

The candidate provides a balanced answer which focuses on both the beneficial and detrimental effects of flooding on all three aspects of the question, people, property and the land. There is good use of case study material throughout the answer.

**Level 2 ([5]–[8])**

The candidate provides a less detailed answer or an unbalanced answer which may not include both beneficial and detrimental effects or the effects on people, property and the land. The use of case study material may be less well developed.

**Level 1 ([1]–[4])**

The candidate provides an answer which fails to address the question or where knowledge and understanding are both limited or where case study material is lacking. There may be generalisations or inaccuracies. The quality of communication may also be poor.

[12]

12

- 6 The details of the answer will depend on the case study chosen. The case study should be named and located. It should be a small scale ecosystem, which might be a lake or a forest or a dune system or a peatland area. The candidate should describe specific details of the physical characteristics of the ecosystem which might include, climate (temperatures, rainfall, seasonality, growing season), soils, etc. The examples of food chains should be accurate (realistic). Some candidates may include details of energy movement and trophic levels although these are not required to obtain full marks.

**Level 3 ([9]–[12])**

The candidate names and locates their chosen ecosystem and, using appropriate geographical terminology, produces a detailed answer which accurately describes the physical characteristics of their ecosystem. They include examples of the flora and fauna of their ecosystem to provide examples of the food chains that operate in the ecosystem.

**Level 2 ([5]–[8])**

The candidate names their ecosystem but provides a less detailed or unbalanced answer, which does not include an adequate range of the physical characteristics or examples of food chains that operate within the system.

**Level 1 ([1]–[4])**

The candidate may fail to name their chosen ecosystem or provides insufficient or inaccurate information about its physical characteristics. Examples of food chains may also be inaccurate or unrealistic. The quality of communication may also be poor.

[12]

12

7 Candidates are required to contrast the effects of low and high pressure systems on the weather of mid-latitude areas. They are not required to explain how the systems form or the detailed atmospheric conditions found in each system although these may sometimes be included when the effects are being contrasted.

The effects of low pressure systems should include references to high winds, especially at fronts where there would also be heavy rainfall. Cloud cover would also be linked to uplift of air at fronts. In winter there might be snow if air temperatures are low.

In contrast high pressure systems are characterised by low pressure gradients and lack of wind. Since the air is subsiding, there is no condensation or precipitation. In winter clear skies can result in very low temperatures and freezing conditions. Fog is also likely in the calm conditions. In summer the clear skies and long hours of sunshine can produce heat-wave conditions and even drought. A case study may be included in the answer but is not required. Case study effects which demonstrate the weather conditions are acceptable.

**Level 3 ([9]–[12])**

The candidate provides a detailed and thorough answer which contrasts the effects of low and high pressure systems on the weather of mid-latitude areas. There is clear and accurate reference to a range of weather elements.

**Level 2 ([5]–[8])**

The candidate provides a less detailed or unbalanced answer which does not refer to a full range of weather elements or concentrates on the effects of one type of weather system.

**Level 1 ([1]–[4])**

The candidate provides an incomplete or less accurate answer which fails to address the question or is vague or generalised. The quality of communication may also be poor.

[12] 12

**Section C 24**

**Total 90**



New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2010**

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## **Geography**

**Assessment Unit AS 2**

*assessing*

**Human Geography**

**[AG121]**

**FRIDAY 4 JUNE, AFTERNOON**

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<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	2
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	1



Section A

1 (a) (i) A dot distribution map has been specified. Award marks as follows:

- Key [1]
- 0 regions incorrect [6]
- 1 region incorrect [5]
- 2 regions incorrect [4]
- 3 regions incorrect [3]
- 4 regions incorrect [2]
- 5 regions incorrect [1]
- 6 or 7 regions incorrect [0]

Maximum [2] if an alternative mapping technique, e.g. choropleth has been used with

- Completeness [1]
- Precision [1]

Penalise key if two distinctly different symbols used. [7]

(ii) Possible disadvantages include:

- Maps often provide visual contrasts at regional boundary zones which can be unrealistic.
- Without more detailed information, it is only possible to randomly locate dots to reflect population patterns. This is obviously inaccurate as it fails to display intra-regional variations.
- As illustrated in **Resource 1A**, figures have been rounded to the nearest 250,000 to allow for mapping – therefore inaccuracy has been introduced.

Award [2] for a valid disadvantage, clearly explained.

Award [1] for a valid disadvantage, more superficially explained. [2]

(b) (i) In B2 landuse is predominantly **urban** [1] whereas in C2 landuse is more predominantly **forests/mountain vegetation cover** [1] [2]

(ii) Factors influencing the urban expansion of Mexico City are likely to be related to:

- Topographic features such as mountain barriers provide obstacles to construction and urban sprawl.
- Forested slopes evident in the image may require clearance and restrict expansion.
- Gaps between mountains provide linear corridors facilitating assessibility for settlement growth.
- Radial routeways evident on the image appear to have formed corridors for urban expansion, obviously providing accessibility to the urban core.
- Candidates may discuss positive influence of the surrounding features.

Award up to [3] for a coherent explanation of one valid human or physical factor facilitating/restricting urban expansion, with some references to the Resource. [3]

- (c) (i) 11  
 13  
 21  
 3 x [1] [3]

(ii) Calculation of Nearest Neighbour

$$R_n = 2 (0.146) \times \sqrt{\frac{31}{2.534}}$$

$$R_n = 0.29 \times 3.498$$

$$R_n = 1.01 \text{ (accept 1 to 1.05)}$$

Correct answer award [4]

If incorrect award method marks as follows:

- Calculation of  $\bar{d} = 0.146$  [1]
- Calculation of 0.29 [1]
- Calculation of 3.498 [1]

Type of distribution = random [1] [5]

(iii) There are some points of caution to be aware of when interpreting the Nearest Neighbour distribution.

- A pattern classified as random may disguise patterns based on unmapped factors.
- The outcome may be influenced by the size of area being studied. A pattern may appear quite random within the context of the immediate locality, but much more clustered when analysed in terms of a larger area.
- Nearest Neighbour distances are measured using straight lines rather than actual travel distances. This can be unrealistic in particular situations, e.g. when river crossing is required as for museum 31.
- The number of museums.

Award [3] for a valid factor, with thorough explanation of how a limiting factor influences the type of distribution pattern interpreted.

Award [2] for a valid factor with more limited explanation.

Award [1] if a plausible factor is proposed with no development or explanation. [3]

- (d) (i) • -\$14,900 million [1] minus/deficit **must** be indicated  
 • \$102,000 million [1]  
 Answers require units stated. [2]

- (ii) The unfavourable trade balance (or deficit) experienced in 1985 would pose a major obstacle to development. The debt burden and resulting repayments are an outflow of potential investment capital producing a negative impact on economic growth and social well-being. The more favourable trade surplus experienced in 2005 generates potential investment or development capital which can finance development projects. These can positively influence social and economic development.
- Award [3] for a coherent answer which displays an understanding of how development is influenced positively/negatively. Specialist terminology should be employed appropriately.
- Award [2] or [1] for an answer which displays more limited understanding with little, or no, specialist terms evident.

[3]

30

**Section A**

**30**

## Section B

- 2 (a) (i) Population distribution in Ireland tends to be higher on the eastern coast and lowers as you move west. The greatest densities occur in county Dublin with over 1000 people per square kilometre. The lowest densities are in county Galway with fewer than 20 people per square kilometre [2]. This is the general pattern; it should be evident in the pupils' answers and they should be able to illustrate this with figures. They should then go on to describe that the areas with the lowest densities are also those with the highest rainfall totals and the fewest hours of sunshine while the areas with the higher densities tend to have lower rainfall totals and more hours of sunshine [2]. Answers with no figures are limited to maximum [3]. [4]
- (ii) Candidates can discuss any valid human factor. Examples include level of development, transport, job opportunities, entertainment etc. This is not a definitive list; candidates may produce other human factors. Do not credit candidates who discuss a physical factor and if they discuss more than one human factor – mark all and award the best. [2]
- (b) The main sources of population data are the National Census and Vital registration. Vital registration is the compulsory registration of births, deaths and marriages as they occur. It is an on going process. The National Census is a national survey taken every 10 years of the entire population. It involves the head of each house filling out a questionnaire and answering a range of social and economic questions. There are a range of problems in collecting such information in both LEDCs and MEDCs. Data tends to be less reliable in LEDCs where examples include: the sheer size of some countries, language problems, gender issues, funding problems and training problems etc. The problems of MEDCs include: new housing not included in some maps, misreporting of age etc. Candidates must have a clear understanding of the sources of data, the problems in LEDCs and MEDCs and the greater unreliability likely to occur in LEDCs.

### Level 3 ([5]–[6])

A good answer that has addressed all aspects of the question listed above. They identify and outline the main sources, they are aware of the problems in LEDCs and MEDCs and understand the greater difficulties in LEDCs and discuss how this will impact the reliability of the data.

### Level 2 ([3]–[4])

Still a good answer but some of the details will be lacking. A candidate who only identifies one source of data will be limited to this level.

### Level 1 ([1]–[2])

A poor answer that has very limited depth of knowledge and understanding of the key areas addressed in the question. A candidate that merely describes population data sources will fall into this level (i.e. they have mentioned no problems). [6]

12

- 3 (a) (i) It is clear from the map and the photograph that there are few main roads in this area. Many of the roads are old narrow country roads not designed to cope with large volumes of traffic. However, we can see from the table that certain areas, like Ambleside, have very large numbers of traffic flow especially during the summer months, peaking at 18000 in August. Many of these small villages will not be able to cope with such large increases in traffic and congestion and parking problems will occur. This will be creating difficult management issues and cause conflict with the local population.  
A traffic figure from Resource 3C is required for full marks. [5]
- (ii) There are many management issues the candidates may discuss. Examples include – footpath erosion, trampling on farmers’ land, leaving gates open, overcrowding and quarrying. Any one valid issue is to be discussed. [3]
- (b) The syllabus identifies issues of rapid urbanisation as informal settlements, service provision and economic activity. Most will discuss the development of shanty towns. They are expected to bring some depth of knowledge about their chosen issue to their answer not merely state it. [4]
- 4 (a) (i) The main sources of overseas finance are from bilateral aid, workers’ remittances and foreign direct investment (companies) but the amounts of each vary from region to region. East Asia and the Pacific receive greatest amounts from direct foreign investment. South Asia relies mostly on foreign money received through workers’ remittances while sub-Saharan Africa relies mostly on money received through bilateral aid. Both sources and amounts of finance need to be addressed for full marks.  
No figures, maximum [4]. [5]
- (ii) Sub-Saharan Africa may have problems repaying this aid. The interest rates may make repayments difficult in a country already lacking financial resources. They may also become dependent on aid as a source of income. The question asks the candidates for problems so they must have mentioned at least two problems. Those who discuss only one should be given a maximum of [2]. [3]
- (b) Any economic measure is acceptable; do not award students who give a social measure. There are [2] for describing their chosen measure and [2] for evaluating, make sure the candidate has done both. Award [1] if economic measure is merely named. [4]

12

12

**Section B**

**36**

## Section C

Answer any **two** questions from this section

- 5 The case study may be either a LEDC or MEDC. They must have a clear case study with details and depth of knowledge. There should be identifiable periods of time and a clear understanding of how and why the structure in each period changed. Candidates who focus on changes over space or distribution will only achieve Level 1.

### Level 3 ([9]–[12])

Candidate has an appropriate case study with details and depth of knowledge. They can describe using facts and figures how the population structure of their case study has changed over time. They can offer reasons for the changes outlined, and have clearly identified time periods.

### Level 2 ([5]–[8])

Still a good answer but depth and detail are less than above. They have described a changing population but dates and figures are limited. Candidates at this level may focus solely on “how” structure has changed without explanation.

### Level 1 ([1]–[4])

A poor answer lacking any case study details. Terminology and understanding is weak. Candidates discussing space or distribution will be in this level. [12]

12

- 6 The issues facing inner city areas identified in the syllabus are: social and economic deprivation, re-urbanisation and gentrification. Pupils do not need to address all aspects but their answer should contain more than one issue to achieve Level 3. Accept environmental issues.  
If discussing economic and social deprivation they need to be able to describe the levels of deprivation using a selection of social and economic indicators. Vague comments are not acceptable for Level 3. They need to produce place names and figures for Level 3.  
In relation to gentrification the same applies. They need to have a clear understanding of the process of gentrification and they need to be able to produce case study specifics in relation to this process. Place names are needed for Level 3 rather than a general discussion of this process in MEDCs.

### Level 3 ([9]–[12])

A detailed and well written answer that fully discusses more than one issue in MEDC inner cities. They discuss their issues competently in relation to a case study. They have been able to illustrate their answer with place names and, where appropriate, figures.

### Level 2 ([5]–[8])

Candidates who only discuss one issue or candidates who have no case study will be restricted to this level. This is still a good answer but the depth will be less.

### Level 1 ([1]–[4])

A poor answer that shows a very limited understanding of the issues in inner city MEDCs. There may be serious errors and the quality of communication will be poor. [12]

12

7 Firstly, this answer needs to be addressed using a national case study so candidates need to do so with case study specifics of figures and place names. General answers will not gain Level 3. Secondly, the question asks for the 'contribution of the process' so be wary of answers that simply define or outline the processes they have chosen. Also, contribution can be positive or negative. Contributions may include:

**Globalisation:** greater accessibility to world trade markets, increased employment opportunities, greater variety of products for consumers, closure of small businesses, the environmental impact etc.

**Aid:** increased investment for development projects and industrial growth, increased dependency on foreign money, increased debt, much aid is wasted or inappropriately spent etc.

**Trade:** reliance on primary goods for export, the effect of trade blocks, the effect of trade tariffs etc.

**Debt:** inability to repay loans, lack of national product for investment within the country etc.

Candidates should be able to explain the effect of two or more of the points listed above in relation to their national case study of a LEDC.

**Level 3 ([9]–[12])**

A good detailed answer that has considered at least two issues in relation to a national case study. They have case study specifics and have outlined the effect of the points they have made on their national case study.

**Level 2 ([5]–[8])**

Still a good answer but the depth may be less. Candidates who produce unbalanced discussion will be limited to this level. Candidates with no case study will be limited to this level.

**Level 1 ([1]–[4])**

A poor answer lacking sound understanding of the issues listed. There may be a lot of inaccuracies and inconsistencies.

[12]	12
<b>Section C</b>	<b>24</b>
<b>Total</b>	<b>90</b>

