

GCSE

Geography B

Unit **A772/02**: Key Geographical Themes (Higher Tier)

General Certificate of Secondary Education (Short Course)

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Correct response
	Incorrect response
	Information omitted
	Unclear
	Open bracket
	Close bracket
	Development
	Example/reference
	Relevant place detail
	Level 1
	Level 2
	Level 3
	Just

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Question			Answer/Indicative content	Mark	Guidance
1	a	i	The highest land is over 80m	1	(✓)
	a	ii	Cliff / outcrop / flat rock	1	(✓)
	a	iii	South-west to north east / north-eastwards	1	(✓)
	b		Sheltered bay between two headlands Constructive waves Swash more powerful than backwash Deposition of beach material / sand Backwash has insufficient energy to remove material	4	4 x 1 1 mark for each valid idea (✓) No DEV required Do not accept longshore drift
	c		Resistant / hard rock Erodes more slowly than softer rock around it Rock contains joints / lines of weakness Eroded by sea to leave gaps Erosion processes – abrasion or corrasion / hydraulic action / solution or corrosion	4	4 x 1 1 mark for each valid idea (✓) 1 mark reserved for named process of erosion Go to 2 marks maximum for named processes
	d		Description: Gabions ✓ boulder-filled wire cages or absorb wave energy ✓ Revetments ✓ wooden barriers or reduce energy of waves ✓ Rip raps or rock armour ✓ large boulders and rocks or absorb wave energy ✓ Sea wall ✓ concrete wall built in front of the cliffs or absorb wave energy ✓ Offshore breakwaters ✓ barriers built in the sea or break up waves power ✓ Groynes ✓ wooden breakwaters at right angles to cliff or trap sediment ✓	4	4 x 1 1 mark for name (✓) 1 mark for description (✓) 2 marks for explanation of sustainability which must be linked to method described

Question	Answer/Indicative content	Mark	Guidance	
	<p>Beach replenishment ✓ sand / shingle added to beach or absorb power of waves ✓ Managed retreat ✓ do nothing and let sea erode naturally ✓</p> <p>Sustainability ideas such as: Environmental: beach replenishment will create new habitats ✓ to support /encourage new wildlife in the area DEV Economic: a sea wall is very expensive to build ✓ and only worth doing if major resort are in danger of being flooded / high maintenance costs / will last for a long time DEV Social: revetments to protect villages on coast ✓so people continue to live in the area / use the land for farming DEV</p>			
e	i	<p>A (natural) system Moves water between land, sea and atmosphere System containing stores and flows of water</p>	2	2 x 1 (✓)
e	ii	<p>Water or moisture is lost or evaporation from trees / plants / vegetation leafs Water returns to atmosphere / turns into water vapour</p>	2	2 x 1 (✓)
e	iii	<p>Surface runoff: water flows across the surface / river or stream or overland flow Throughflow: water moves through soil (towards a river or sea)</p>	2	2 x 1 (✓) No need for direct comparison

Question	Answer/Indicative content	Mark	Guidance
f	<p>Case study: river landforms and processes</p> <p>Indicative content River valley may be in any location.</p> <p>Landforms may be from upper or lower course, e.g. waterfall, rapids, interlocking spurs, meander, ox-bow lake, levees, floodplain, valley.</p> <p>No credit for human impacts on change in the landform.</p> <p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe the landform and explain the processes which have created it.</p>	9	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p>Use EG to indicate example of river valley</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3 = 7-9 marks Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe the landform and/or explain the processes which have created it.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe the landform methods and/or explain the processes which have created it.</p> <p>0 marks</p> <p>No evidence submitted or the response does not address the question.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17</p>	3	<p>Level 2 = 4-6 marks</p> <p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named example / wrong named example credited up to middle of level One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks</p> <p>Simple ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks</p> <p>No example and irrelevant answer</p>

Question			Answer/Indicative content	Mark	Guidance
2	a	i	Sri Lanka	1	(✓)
		ii	<p>Tanzania has larger OR Germany has smaller proportion / percentage of primary workers OR Tanzania has more primary workers / Germany has less primary workers</p> <p>Germany has larger OR Tanzania has smaller proportion / percentage of secondary workers OR Germany has more secondary workers/ Tanzania has less secondary workers</p> <p>Germany has larger OR Tanzania has smaller proportion / percentage of tertiary workers OR Germany has more tertiary workers / Tanzania has less tertiary workers</p> <p>Can link two statements together for 1 mark e.g. In Tanzania most employment is primary In Germany most employment is tertiary</p>	2	<p>2 x 1 (✓)</p> <p>Need comparison Credit percentages / fractions if accurate</p>
	iii	<p>Tanzania is an LEDC ✓ Many people in Tanzania are farmers ✓ and grow crops to feed their families DEV Cannot afford to import food into Tanzania ✓ so have to grow their own DEV Little mechanisation of farming in Tanzania ✓ so many people still employed in farming</p> <p>Germany is an MEDC ✓ Higher standard of living / more disposable income in Germany ✓ so greater demand for services / retail DEV Germany imports primary products ✓ so no need to produce them in the country DEV Better education in Germany ✓ so more skilled workforce / can provide more services DEV Many jobs in factories / shops / tourism in Germany ✓ More technology ✓ so more jobs in IT DEV</p>	4	<p>2 x 2</p> <p>1 mark for each reason identified (✓)</p> <p>1 mark for each valid explanation which must be coherently linked to the reason identified (DEV)</p> <p>Statements may be reversed e.g. greater demand for services in Germany ✓ because there is a higher standard of living / more disposable income (DEV)</p> <p>No credit for reference to primary / secondary / tertiary employment – need why</p> <p>Not poorer / richer for LEDC / MEDC</p>	

Question	Answer/Indicative content	Mark	Guidance
b	Involves research Development / improvement / discovery of a new product Uses high technology / information technology / expensive technology Needs skilled / educated employees	2	(✓) 2 x 1 ^ Development
c	Bulky / heavy raw materials / near to raw materials ✓ which will reduce transport costs DEV Near / large market for product ✓ because it quicker / cheaper to get product to customers DEV Government loans / capital grants ✓ which reduce costs / increase profits DEV A skilled / highly trained / motivated workforce ✓ will allow efficient production / reduce possibility of industrial action DEV Cheap / reliable power supply ✓ especially if the industry uses a lot of power / electricity in production DEV Flat land / large site / cheap land ✓ so it is easy to build a large factory DEV Pleasant / countryside environment ✓ to attract high technology or footloose industries which can locate anywhere DEV Good road / rail / sea links ✓ to bring raw materials to the factory / distribute products to markets DEV Many unemployed people / large workforce ✓ who will work for low wages DEV Cheap to employ workforce ✓ will increase profits DEV Less pollution controls ✓ so cheaper production cost DEV Less laws to protect workers ✓ so can pay low wages DEV	4	(✓) 2 x 2 1 mark for each factor described (✓) 1 mark for each valid explanation which must be coherently linked to the factor identified (DEV) ^ Good transport / communications / accessible ^ Large population

Question	Answer/Indicative content	Mark	Guidance
d	<p>Giving people clean water ✓ so they don't catch diseases DEV such as typhoid DEV</p> <p>Building emergency shelters / shelters for people to live in / provide temporary accommodation ✓ to give protection against cold or rain / whilst homes are re-built / reduce homelessness DEV</p> <p>Distributing food / food to refugees / victims / children ✓ to reduce malnutrition / starvation / susceptibility to disease DEV</p> <p>Improving hygiene / people can be clean ✓ to prevent infection / to improve sanitation DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>No credit for copying words in Fig. 12</p> <p>Only credit ideas once, especially for water & hygiene kits</p>
e	<p>Doesn't reach the people who need it ✓ due to poor infrastructure / corruption/ war DEV</p> <p>Aid may be tied to donor country ✓ and has to be used to buy goods/services/arms from donor DEV</p> <p>Creates dependency on aid ✓ so government loses incentive to make long-term plans DEV</p> <p>If used inappropriately benefits are short-lived ✓ so does not encourage long-term planning DEV</p> <p>Aid may be directed to capital-intensive project ✓ which may not help local people</p> <p>Large-scale scheme may damage the environment / lead to resource depletion ✓ such as deforestation, soil erosion DEV</p> <p>Loans have to be repaid ✓ which may result in future debt DEV</p> <p>Level of aid cannot be sustained ✓ due to compassion fatigue in donor countries DEV</p> <p>Aid will run out / stop ✓ so country goes back to same situation DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max</p> <p>Statements may be reversed e.g. poor infrastructure / corruption ✓ means aid doesn't reach the people who need it (DEV)</p>

Question	Answer/Indicative content	Mark	Guidance
f	<p>Takes time to be effective ✓ so will not help in short-term disaster / hardship DEV Examples from specific schemes e.g. goats require food/vet care ✓ which people cannot afford/ is not available DEV eg overgrazing by goats ✓ results in desertification DEV</p> <p>Case study: economic activity and the environment</p> <p>Indicative content The chosen economic activity may be primary, secondary, tertiary or quaternary, including farming, mining, manufacturing, factory, services, tourism in any location.</p> <p>It can be any activity that involves the production, distribution or consumption of goods and services</p> <p>If more than one economic activity, credit the best activity.</p> <p>Effects on the physical environment could be air/water/noise pollution, visual intrusion, loss of wildlife/habitats, soil erosion, landscape degradation, global warming, acid rain.</p> <p>NOT effects on people NOT aid as an economic activity</p> <p>Ideas to manage conflict could be pollution controls, research into 'green' technology, planning of economic activity, soil conservation, international agreements.</p>	9	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3</p> <p>Use EG to indicate located example of economic activity</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p>

Question	Answer/Indicative content	Mark	Guidance
	<p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe how the economic activity has affected the physical environment and explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which both describe how the economic activity has affected the physical environment and/or explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe how the economic activity has affected the physical environment and/or</p>		<p>Level 3 = 7-9 marks</p> <p>Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p> <p>Level 2 = 4-6 marks</p> <p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named and located example / wrong named or located example credited up to middle of level</p> <p>One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks</p> <p>Simple ideas which are not developed from either question focus</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.</p>	3	<p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks No example and irrelevant answer</p>

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The use of 0(zero) marks.

0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence

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