

**GCSE (9–1)**  
*Sample SAM Taster Booklet*

# **GEOGRAPHY A (GEOGRAPHICAL THEMES)**

J383  
For first teaching in 2016



**GCSE (9–1)**

# **GEOGRAPHY A**

## **(GEOGRAPHICAL THEMES)**

Our new GCSE (9–1) Geography A (Geographical Themes) specification provides a dynamic, contemporary and exciting opportunity for students to engage with the world around them.

Our Sample Assessment Material (SAM) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website [www.ocr.org.uk/gcsegeographygeographicalthemes](http://www.ocr.org.uk/gcsegeographygeographicalthemes)

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# LEVELS OF RESPONSE QUESTIONS

The following guidance has been extracted from the mark schemes for GCSE (9–1) Geography A (Geographical Themes) and is aimed at assessors of the qualification. 'Indicative content' refers to the section of the 'Guidance' column within the mark schemes which set out expected answers.

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

**Highest mark:** If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

**Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

**Middle mark:** This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO1	AO2	AO3
<b>Comprehensive</b>	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
<b>Thorough</b>	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
<b>Reasonable</b>	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
<b>Basic</b>	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

# COMPONENT 1 *LIVING IN THE UK TODAY*

## QUESTION 1b

The table below names four processes of erosion which take place within a river basin. Use arrows to match each process of erosion with the correct description.

One has been done for you.

Process of erosion	Description
Abrasion	Pebbles and rocks collide with each other, reducing their size and making them smoother.
Attrition	A chemical reaction occurs when slightly acid water dissolves calcium to break down rocks such as limestone.
Solution	The power of moving water which is forced against river banks causing them to collapse and be washed away.
Hydraulic action	Small rocks carried by the river wear away the bed and banks of the river.

[2]

## MARK SCHEME FOR QUESTION 1b

Answer	Guidance
<p><b>Abrasion:</b> Small rocks carried by the river wear away the bed and banks of the river (✓)</p> <p><b>Attrition:</b> Pebbles and rocks collide with each other, reducing their size and making them smoother (✓)</p> <p><b>Hydraulic action:</b> The power of moving water which is forced against river banks causing them to collapse and be washed away (✓)</p>	<p>3 correct = 2 marks (✓)</p> <p>1 or 2 correct = 1 mark (✓)</p>

## QUESTION 1d

### (d) CASE STUDY – a UK coastal landscape

Name of coastal landscape area in the UK

*Examine how far human activity has positively impacted the coastal landscape in your chosen area.*

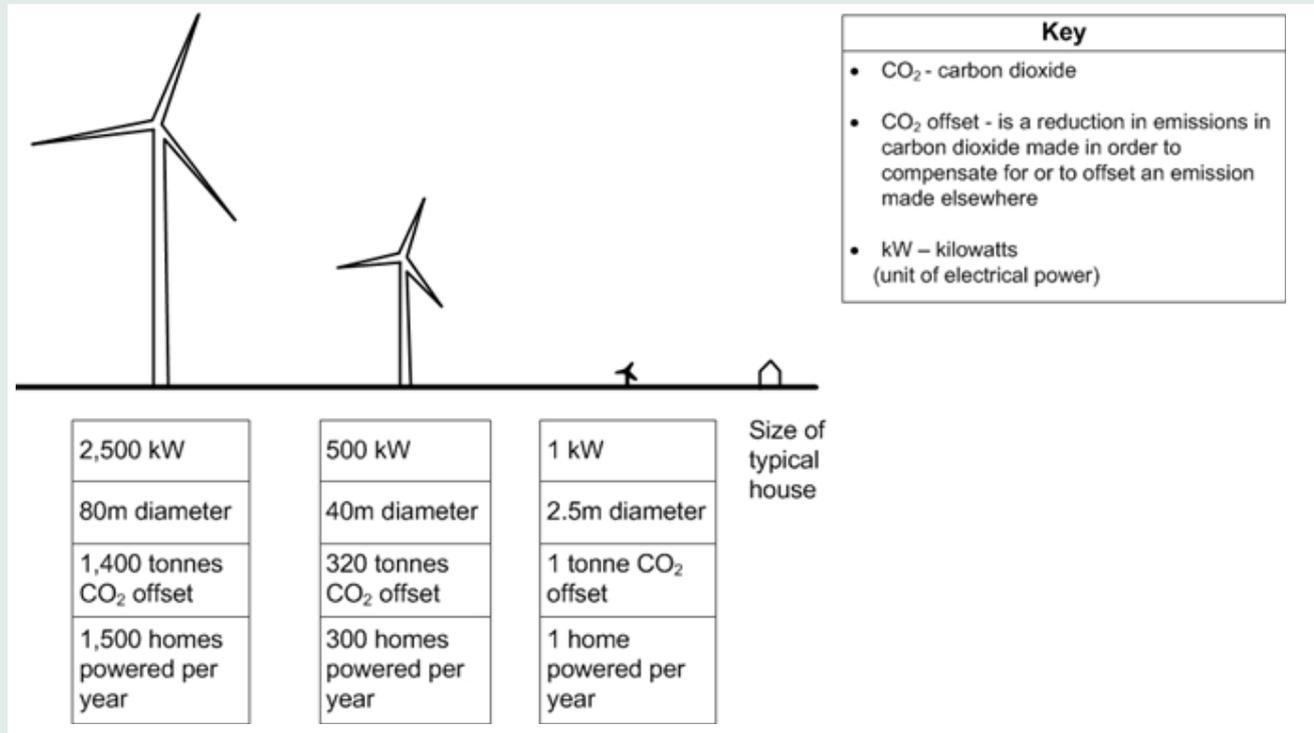
[8]

**MARK SCHEME FOR QUESTION 1d (CONTINUED)**

Answer	Guidance
<p><b>Case study: distinctive UK coastal landscape</b></p> <p><b>Level 3 (6–8 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> knowledge of human activity at the chosen coastal landscape (AO1) with <b>reasonable</b> understanding of how human activity has impacted the landscape (AO2). There is a <b>thorough</b> evaluation of how far human activity has positively impacted the coastal landscape (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about the impacts of human activity on the landscape.</p> <p>The answer must also include <b>place-specific</b> details of the distinctive landscape. Amount of relevant place-specific detail determines credit within level.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3–5 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> knowledge of human activity at the chosen coastal landscape (AO1) with <b>basic</b> understanding of how human activity has impacted the landscape (AO2). There is a <b>reasonable</b> evaluation of how far human activity has positively impacted the coastal landscape (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the impacts of human activity on the landscape.</p> <p>Developed ideas but no place-specific detail credited up to <b>middle</b> of level.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> knowledge of human activity at the chosen coastal landscape (AO1) with <b>basic</b> understanding of how human activity has impacted the landscape (AO2). There is a <b>basic</b> evaluation of how far human activity has positively impacted the coastal landscape (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the impacts of human activity on the landscape.</p> <p>Simple ideas or appropriate named example only credited at <b>bottom</b> of level.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>Case study will be marked using 3 levels</p> <p>Case study responses will depend on candidate’s area of study.</p> <p><b>Indicative content</b></p> <p>Human activity could include coastal management strategies:</p> <ul style="list-style-type: none"> <li>• Groynes</li> <li>• Rip rap and rock armour</li> <li>• Off-shore reef</li> <li>• Sea wall</li> <li>• Gabions</li> <li>• Beach nourishment</li> </ul> <p>Human activity could also include but is not restricted to:</p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Footpath trampling</li> <li>• Sport</li> <li>• Industry</li> </ul> <p>Examples for the Norfolk coast in the UK.</p> <p>Example of <b>well-developed</b> ideas:</p> <p>It can be argued that human activity along the Norfolk coast has impacted the landscape in both positive and negative ways. Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems are studied and preserved. Coastal management can have unintentional negative impacts and so schemes like the groynes which protect towns such as Sheringham and Cromer can then starve smaller villages of coastal sediment down the coast, such as Happisburgh. This can impact the landscape negatively starving depositional features and leaving it open to increased coastal erosion. Overall human activity has been largely positive in terms of its impact on the coastal landscape as the management strategies have protected (marsh) and retained (beaches) areas as sympathetically as possible. Whilst some impacts can be negative such as loss of sediment, these have been factored in by decisions makers.</p> <p>Example of <b>developed</b> ideas:</p> <p>Coastal management and conservation are examples of human activity along the Norfolk coast. This has impacted the landscape in both positive and negative ways. For example, Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems are preserved. Coastal management can have negative impacts and so schemes like the groynes which protect towns such as Sheringham can then starve places of coastal sediment down the coast, such as Happisburgh. Human activity can impact the coastal landscape but it is more positive than negative. Decision makers weigh up the impacts and the management strategies that have kept beaches in place and protected the salt marsh.</p> <p>Example of <b>simple</b> ideas:</p> <p>Human activity at the Norfolk coast includes tourism and coastal management. Coastal management has changed the look of the landscape. Tourism has led to increased litter. People want to look after the coast for tourists and keep it looking nice so they try to put things in place like bins to get tourist to come there still.</p>

### QUESTION 3d

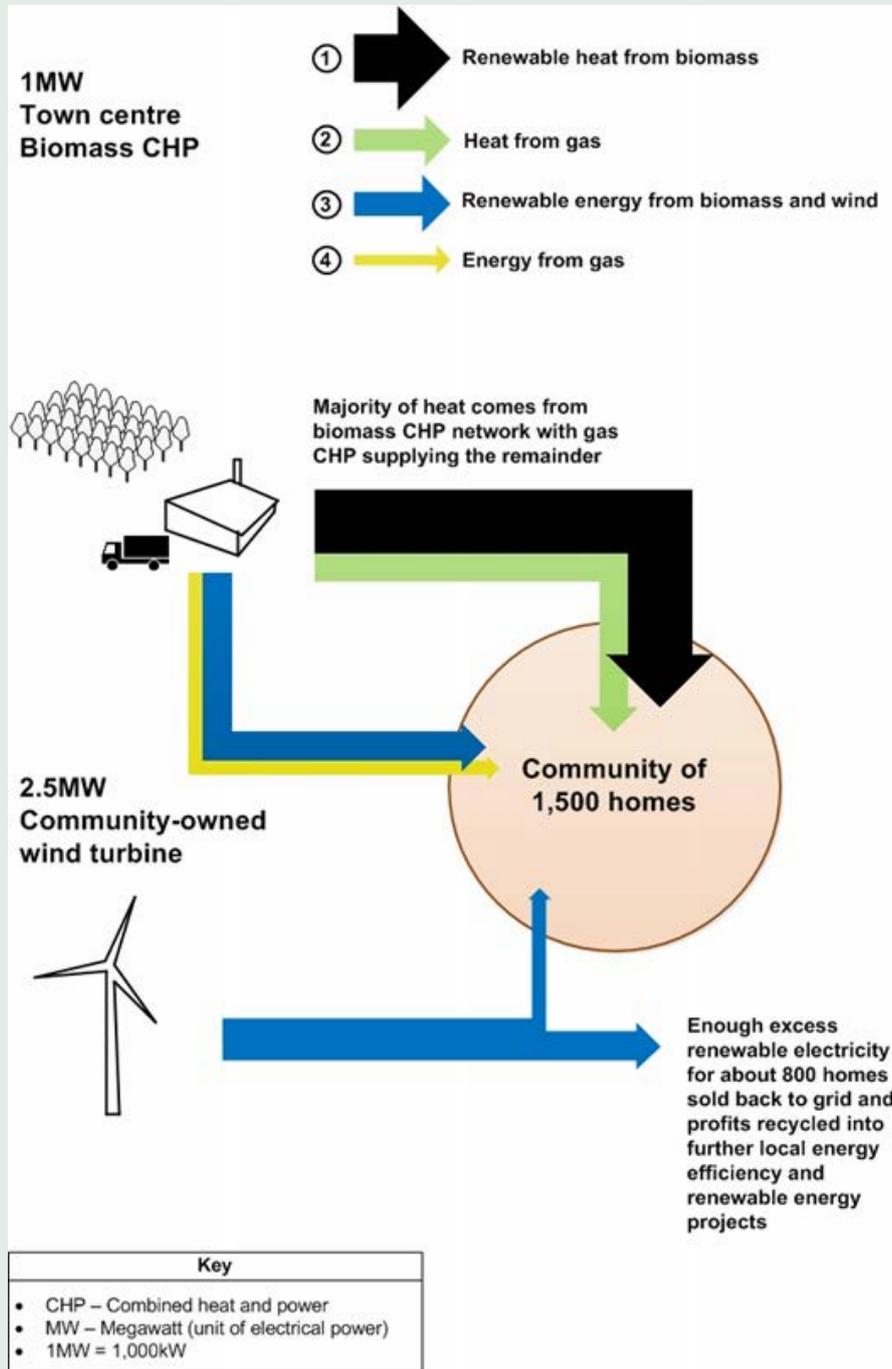
Fig. 5 – Carbon dioxide emissions compared to wind turbines used to power homes



CONTINUED

**QUESTION 3d (continued)**

Fig. 6 – Community energy system supplying 1500 homes



(d) Study **Figs 5 and 6** in the separate Resource Booklet.

Using **Figs 5 and 6** and your own knowledge and understanding, assess whether the sustainable management of energy has been successful at a local scale.

[12]  
 + 3 (SPaG)

## MARK SCHEME FOR QUESTION 3d

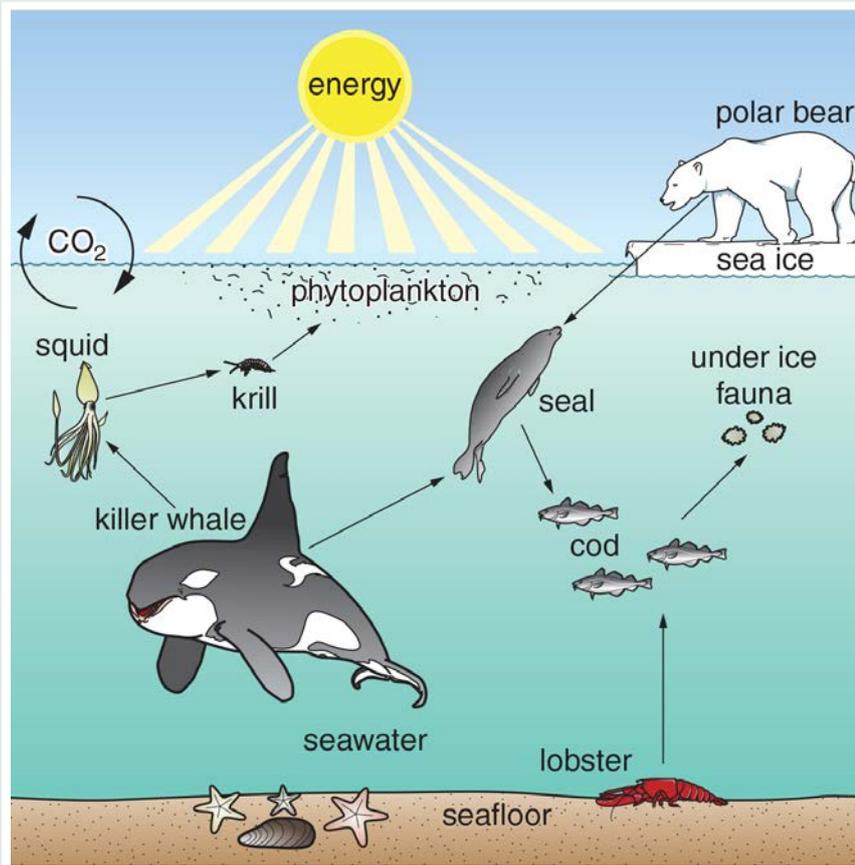
Answer	Guidance
<p><b>Level 4 (10–12 marks)</b></p> <p>An answer at this level demonstrates <b>comprehensive</b> knowledge of sustainable management of energy at a local scale (AO1) and <b>comprehensive</b> understanding of the success of the sustainable management (AO2). There will be a <b>comprehensive</b> analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including well-developed ideas about the sustainable management of energy at a local scale and whether these are successful.</p> <p>There is a <b>well-developed</b> line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3 (7–9 marks)</b></p> <p>An answer at this level demonstrates <b>thorough</b> knowledge of sustainable management of energy at a local scale (AO1) and <b>thorough</b> understanding of the success of the sustainable management (AO2). There will be a <b>thorough</b> analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> sustainable management of energy <b>or</b> how sustainable management has been successful and <b>developed</b> ideas about the <b>other</b> question focus (sustainable management or how sustainable management has been successful).</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2 (4–6 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> knowledge of sustainable management of energy at a local scale (AO1) and <b>reasonable</b> understanding of the success of the sustainable management (AO2). There will be a <b>reasonable</b> analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> sustainable management of energy <b>or</b> how sustainable management has been successful and <b>simple</b> ideas about the <b>other</b> question focus (sustainable management or how sustainable management has been successful).</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p><b>Indicative content</b></p> <p>Candidates should show good awareness of sustainable management of energy at a local scale.</p> <p>Expect discussion of both sustainable management of energy and the success of sustainable management at a local scale.</p> <p>Candidates should use <b>Figs 5 and 6</b> and their own knowledge.</p> <p>Candidates may notice from <b>Fig. 5</b> the larger the wind turbine the greater the carbon dioxide is offset. From <b>Fig. 6</b> candidates may notice the combination of energy sources used to generate electricity for the 1500 homes.</p> <p>Candidates may suggest a range of sustainable management strategies.</p> <p>Candidates may suggest that UK national energy strategies influence sustainable management strategies at a local scale.</p> <p>Examples of <b>well-developed</b> ideas:</p> <p>Local sustainable management plans are required to meet national targets and this helps to show their success in reducing carbon emissions. For example in Cambridge the local government is attempting to manage energy sustainably through investments in energy efficiency and renewable/low carbon energy projects to meet national targets. For example, when building new homes there is an aim to be 'zero carbon' using insulation to reduce heat loss and solar panels to generate electricity. Residents have reported a reduction in bills through the energy savings and therefore this can be said to be a success.</p> <p>Figs 5 and 6 show how renewable and alternative energies can supply energy. Fig. 5 shows that the largest wind turbine offsets 1400 times more carbon than a 1kW wind turbine which would power one home. Cambridge's County Council has also used strategies to increase renewable energy sources through wind farms and solar technologies as well as community energy networks for the heating of buildings. Fig. 6 shows a hybrid energy system where a combination of energy sources provide both heat and power largely from biomass supplies for 1500 homes. It is small scale but still produces double the amount of energy and heat needed and can be sold back to the national grid or recycled.</p>

**MARK SCHEME FOR QUESTION 3d (continued)**

Answer	Guidance
<p><b>Level 1 (1–3 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> knowledge of sustainable management of energy at a local scale (AO1) and <b>basic</b> understanding of the success of the sustainable management (AO2). There will be a <b>basic</b> analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about sustainable management of energy <b>or</b> how sustainable management has been successful.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>Examples of <b>developed</b> ideas:</p> <p>Local governments have tried to have more sustainable management when meeting energy needs. In Cambridge the local government is managing energy sustainably through investments in home energy projects and wind turbines. For example, when building new homes they put in insulation to reduce heat loss. Residents have reported smaller bills through the energy savings indicating some success.</p> <p>Cambridge’s County Council has increased renewable energy through wind farms and Fig. 5 shows how bigger wind turbines make more energy and offset more carbon. Fig. 6 shows a hybrid energy system where a combination of energy sources provides both heat and power for 1500 homes. It is small scale but still produces much more energy and heat than needed.</p> <p>Examples of <b>simple</b> ideas:</p> <p>Local governments have tried to have more sustainable management when meeting energy needs. In Cambridge the local government have built wind turbines. Fig. 5 shows how wind turbines make lots of energy for houses and so Cambridge County Council will make more renewable energy through wind farms.</p>

# COMPONENT 2 THE WORLD AROUND US

Fig. 1 – Part of a polar marine ecosystem



## QUESTION 1ai

Study **Fig. 1**, a diagram showing part of a polar marine ecosystem.

Describe how the cod, seal and polar bear shown in **Fig. 1** are connected in this ecosystem.

[2]

## MARK SCHEME FOR QUESTION 1ai

Answer	Guidance
seal will eat the cod (✓) polar bear will eat the seal (✓) or connected by the food chain/web (✓) + example (✓)	2 × 1 (✓) 1 mark for each valid description.

**QUESTION 1aii**

Which of the following is a biotic component in the polar marine ecosystem shown in **Fig. 1**?

- A carbon dioxide
- B phytoplankton
- C seafloor
- D sun's energy

Write the correct letter in the box.

[1]

**MARK SCHEME FOR QUESTION 1aii**

Answer	Guidance
B: Phytoplankton (✓)	(✓)

**QUESTION 1b**

Describe the climate found in tropical savannah grassland ecosystems.

[3]

**MARK SCHEME FOR QUESTION 1b**

Answer	Guidance
Extremely low rainfall November – March (✓) Heavy rains July – Sept (✓) High temperatures particularly March – October (✓) Highest temperatures before heavy rains (✓) Coolest period just after heavy rains (✓)	3 × 1 (✓) 1 mark for each valid description  Answer must focus on tropical savannah grasslands and not temperate grasslands.

**QUESTION 2ai**

Which of the following development indicators is used as part of the HDI calculation?

- A Birth rate per 1000 people per year
- B Infant mortality rate
- C Internet users
- D Life expectancy at birth

Write the correct letter in the box.

[1]

**MARK SCHEME FOR QUESTION 2ai**

Answer	Guidance
D: Life expectancy at birth (✓)	(✓)

### QUESTION 2bii

There are a number of push and pull factors that cause rapid urbanisation in low-income developing countries (LIDCs).

Explain how **two** push factors cause rapid urbanisation in LIDCs.

[4]

### MARK SCHEME FOR QUESTION 2bii

Answer	Guidance
<p>Mechanisation of farming encourages people to move to urban areas (✓) leading to the building of housing or growth of shanty towns (DEV)</p> <p>People need to find work (✓) so there's an increased demand for informal jobs to support their families (DEV)</p> <p>Poor standard of living in rural areas (✓) and government investment in urban areas encourages population movement on a larger scale (DEV)</p> <p>Few opportunities for education (✓) encouraging people to move to give their children opportunities (DEV)</p> <p>Natural hazards such as drought or flooding (✓) encourage more people to move to urban areas in search of work and shelter (DEV).</p>	<p>2 × 1 (✓) for identifying push factors</p> <p>2 × 1 (DEV) explaining how push factors cause rapid urbanisation.</p>

### QUESTION 3e

Explain the distribution of tropical storms and whether this has changed over time.

[3]

### MARK SCHEME FOR QUESTION 3e

Answer	Guidance
<p>Close to the equator (✓)</p> <p>Between 30 degrees North and South of the equator (✓)</p> <p>Atlantic hurricanes have increased since 1995 due to sea surface temperature changes (DEV)</p> <p>Over the last 30 years El Niño and variations in monsoons have influenced tropical storm tracks and their distributions (DEV)</p> <p>There has not been significant changes to distributions of tropical storms (DEV) with storms occurring in the same areas of the world but with changes in the distributions regionally (DEV).</p>	<p>1 × 1 (✓) for the distribution of tropical storms</p> <p>2 × 1 (DEV) for explaining whether the distribution of tropical storms has changed over time.</p>

## QUESTION 3f

### CASE STUDY – Drought caused by El Niño/La Niña

Explain how El Niño/La Niña leads to drought in your case study area.

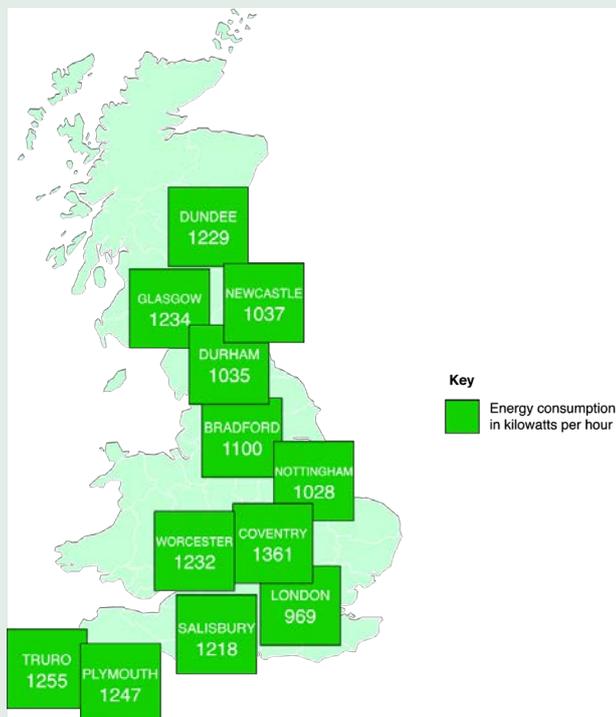
[6]

## MARK SCHEME FOR QUESTION 3f

Answer	Guidance
<p><b>CASE STUDY:</b> How El Niño/La Niña lead to the drought in the case study area.</p> <p><b>Level 3 (5–6 marks)</b></p> <p>An answer at this level demonstrates <b>thorough</b> understanding of the concept El Niño/La Niña (AO2) and <b>thorough</b> knowledge of how this can lead to drought in the case study area (AO1).</p> <p>This will be shown by including <b>well-developed</b> ideas <b>both</b> about the concept of El Niño/La Niña <b>and</b> how this can lead to drought.</p> <p>The answer must also include <b>place-specific</b> details of the drought area. Amount of relevant place-specific detail determines credit within level.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> understanding of the concept El Niño/La Niña (AO2) and <b>reasonable</b> knowledge of how this can lead to drought in the case study area (AO1).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> the concept of El Niño/La Niña <b>or</b> how this can lead to drought.</p> <p>Developed ideas but no place-specific detail credited up to <b>middle</b> of level.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> knowledge of the concept El Niño/La Niña (AO2) and <b>basic</b> knowledge of how this can lead to drought in the case study area (AO1).</p> <p>This will be shown by including <b>simple</b> ideas about the concept of El Niño/La Niña or how this can lead to drought.</p> <p>Simple ideas or appropriate named example only credited at <b>bottom</b> of level.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>Answer will be marked using 3 levels:</p> <p><b>Indicative Content</b></p> <p>Example stated must be linked to either El Niño or La Niña and how this leads to drought.</p> <p>Ideas for El Niño could include:</p> <ul style="list-style-type: none"> <li>• Warm and cold air circulating in the Pacific Ocean</li> <li>• Reversal in normal winter ocean current patterns</li> <li>• This leads to changes in the circulating cold and warm water</li> <li>• There are changes in atmospheric processes over the Pacific Ocean (winds blow in opposite direction to normal)</li> <li>• Places like Australia suffer drought as the winds that normally bring rain change direction from west to east and bring much drier weather</li> <li>• This happens every 3–7 years although the frequency is increasing.</li> </ul> <p>Ideas for La Niña could include:</p> <ul style="list-style-type: none"> <li>• Warm and cold air circulating in the Pacific Ocean</li> <li>• Below normal cooling of sea surface temperatures in eastern tropical Pacific Ocean</li> <li>• There are changes in atmospheric processes over the Pacific Ocean (the eastward trade winds strengthen, with the pattern a more intense version of normal conditions)</li> <li>• La Niña characterised by higher than normal pressure over central and eastern Pacific. This results in decreased cloud production and rainfall in that region</li> <li>• Drier than normal conditions are observed along the west coast of tropical South America and the Gulf Coast of the United States, which can lead to drought.</li> </ul> <p>Example of <b>well-developed</b> ideas:</p> <p>Australia is influenced by El Niño once every 5–7 years, although this is becoming more frequent. El Niño caused drought from 2005–2007. The trade winds usually blow east to west but El Niño caused them to blow the opposite way and so by the time they reach the east coast they are very dry and bring drought conditions to areas like New South Wales.</p> <p>Example of <b>developed</b> ideas:</p> <p>Australia is influenced by El Niño once every 5–7 years, this caused drought from 2005–2007. The winds usually blow east to west but El Niño caused them to blow the opposite way. By the time they reach the east coast they are very dry and bring drought conditions to the south east.</p> <p>Examples of <b>simple</b> ideas:</p> <p>Australia is very dry once every 5–7 years, this is happening more.</p> <p>There was no rain between 2005 and 2007.</p> <p>The winds changed direction and didn't bring rain so the east coast was very dry.</p>

## COMPONENT 3 GEOGRAPHICAL SKILLS

Fig. 6 – Average household electricity consumption for selected UK cities (KWh)



### QUESTION 2di

Study **Fig. 6** in the separate Resource Booklet, a map showing the average household electricity consumption for selected UK cities.

Calculate the difference between the average household energy consumption for Bradford and Plymouth.

[1]

### MARK SCHEME FOR QUESTION 2di

Answer	Guidance
147 (✓)	(✓)

**QUESTION 2dii**

Calculate the range of average electricity consumption for the cities shown in **Fig. 6**.

[1]

**MARK SCHEME FOR QUESTION 2dii**

Answer	Guidance
392 (✓)	(✓)

**QUESTION 2diii**

Suggest **one** improvement that could be made to the data presentation technique shown in **Fig. 6**.

[1]

**MARK SCHEME FOR QUESTION 2diii**

Answer	Guidance
<p><b>Suggestions might include:</b></p> <p>Use of proportional symbols (✓)</p> <p>Located bar charts (✓)</p> <p>Change of colours (✓)</p>	<p>(✓)</p> <p>One mark for appropriate improvement</p>

**QUESTION 3e**

*'Cities in the UK face challenges which are less serious than cities in LIDCs or EDCs.'*

To what extent do you agree with this statement?

[8]

**MARK SCHEME FOR QUESTION 3e**

Answer	Guidance
<p><b>Level 3 (6–8 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> understanding of challenges in cities in the UK and LIDCs or EDCs (AO2). There is a <b>thorough</b> evaluation of whether cities in the UK face challenges which are less serious than cities in LIDCs or EDCs with a <b>reasonable</b> judgement as to the extent to which the statement is agreed with (AO3).</p>	<p><b>Indicative Content</b></p> <p>Candidates need to make the link between the challenges in cities in LIDCs or EDCs and challenges in cities in the UK.</p> <p>The challenges in cities in the UK could include: affordable housing availability, transport provision, waste management, requirement for economic rejuvenation, loneliness.</p> <p>The challenges in cities in LIDCs or EDCs could include: informal settlements, traffic congestion, water management (access to clean water), electricity supplies (lack of infrastructure), waste disposal and pollution (water and air), crime.</p>

CONTINUED

## MARK SCHEME FOR QUESTION 3e (CONTINUED)

Answer	Guidance
<p>This will be shown by including <b>well-developed</b> ideas about the challenges of cities in the UK and LIDCs or EDCs.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3–5 marks)</b></p> <p>An answer at this level demonstrates a <b>reasonable</b> understanding of challenges in cities in the UK and LIDCs or EDCs (AO2). There is a <b>reasonable</b> evaluation of whether cities in the UK face challenges which are less serious than cities in LIDCs or EDCs with a <b>basic</b> judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the challenges of cities in the UK and LIDCs or EDCs.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates a <b>basic</b> understanding of challenges in cities in the UK and LIDCs or EDCs (AO2). There is a <b>basic</b> evaluation of whether cities in the UK face challenges which are less serious than cities in LIDCs or EDCs with no judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the challenges of cities in the UK and LIDCs or EDCs.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>Examples of <b>well-developed</b> ideas:</p> <p>Cities in the UK and in LIDCs both have challenges surrounding housing, however they are different and it could be argued that LIDCs face more serious challenges. In LIDCs the challenges of informal settlements result from when large scale economic migration takes place as people move from rural areas in search of work, but leads to unplanned, overcrowded and sometimes illegal developments which can lack adequate sanitation or water supply. In the UK the lack of affordable housing provides a challenge for the Government and for residents but not to the same degree as the housing challenges facing cities in LIDCs. However, it can be argued that there is greater community spirit in the LIDC informal settlements than in UK housing estates, and therefore the challenge of building social cohesion is far greater in the UK cities and it has been known for people to pass away in their home and go unnoticed for weeks or months. The challenges in UK cities therefore can't be directly compared to those in LIDC cities.</p> <p>Examples of <b>developed</b> ideas:</p> <p>The challenge of housing is greater for LIDC cities than for those in the UK. In LIDC cities informal settlements are the result of rural-urban migration. This leads to overcrowding and a lack of basic facilities such as water and sanitation. This leads to disease and can shorten life expectancy so is a great challenge. Cities in the UK also have problems with housing but this is more for the lack of affordable housing and long waiting lists for people that need social housing. This is not as bad as the challenge of informal settlements in LIDCs, although health and life expectancy are affected by poor housing in the UK it is not on the same scale as in LIDCs.</p> <p>Examples of <b>simple</b> ideas:</p> <p>There are challenges in UK cities and LIDC cities for housing but cities in LIDCs have much worse living conditions in the informal settlement where water and sanitation is a problem. Most homes in the UK have water piped to them so the challenge is greater in LIDCs.</p>

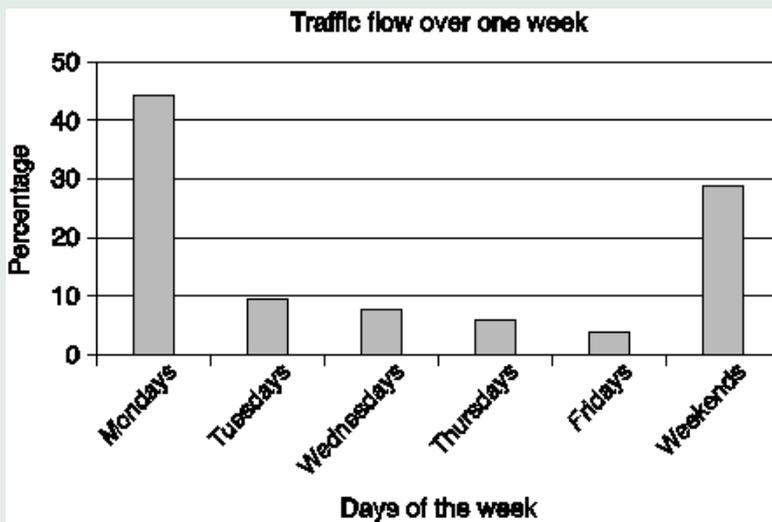
**QUESTION 4d**

Study the tables and graphs below which display the results of the students' questionnaire asked to local residents.

Time	Frequency	Percentage
6am – 8am	15	9.6
8am – 10am	72	46.2
10am – 12pm	3	1.9
12pm – 2pm	9	5.8
2pm – 4pm	3	1.9
4pm – 6pm	54	34.6
Total	156	100

Causes of traffic congestion	Frequency	Percentage
Too narrow road	42	26.9
Vehicle breakdown	12	7.7
Loading and off-loading of goods and passengers on the road	54	34.6
Indiscriminate Parking	12	7.7
On-street trading	12	7.7
Lack of a bus terminal	20	12.8
Other	4	2.6
Total	156	100

**Graph 1: Days of the week in which congestion is most prominent**



Suggest a conclusion that the students might reach for the enquiry question 'How do patterns of congestion vary in Bradford?' Analyse the evidence from the information provided to explain how you have reached that conclusion.

[8]  
 + 3 (SPaG)

## MARK SCHEME FOR QUESTION 4d

Answer	Guidance
<p><b>Level 3 (6–8 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> analysis (AO3) of the data provided with justification from all sources of information which is linked together to reach a <b>thorough</b> conclusion (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3–5 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> analysis (AO3) of the data provided with justification from some of the sources of information which is linked together to reach a <b>reasonable</b> conclusion (AO3).</p> <p>This will be shown by including <b>developed</b> ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> analysis (AO3) of the data provided with justification from some sources of information which is linked together to reach a <b>basic</b> conclusion (AO3).</p> <p>This will be shown by including <b>simple</b> ideas.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>This question will be marked using 3 levels:</p> <p><b>Indicative content</b></p> <p>Reach a conclusion based on analysis of evidence from the information provided.</p> <p>Statistics from the information should be used as evidence</p> <p>Justification of conclusion through analysed evidence.</p> <p>Examples of <b>well-developed</b> ideas:</p> <p>The data suggests that traffic congestion was thought to be a problem every day with 73% of people suggesting this. However another question suggests that it is a particular problem on Mondays and weekends (44% and 28%) which leads me to the conclusion that congestion is a particular problem on certain days of the week.</p> <p>Examples of <b>developed</b> ideas:</p> <p>The data suggests that people thought congestion was a bigger problem on Mondays and at the weekend. This supports the view that congestion is worst on certain days of the week.</p> <p>Examples of <b>simple</b> ideas:</p> <p>I think that congestion is a big problem on Mondays and Fridays as this is what most people in the survey said.</p>

### QUESTION 5b

You will have taken part in fieldwork in a **physical geography** environment as part of your studies. Examples might include a river or a coastal area.

Evaluate to what extent **one** method you used to collect your primary fieldwork data was a success.

[6]

### MARK SCHEME FOR QUESTION 5b

Answer	Guidance
<p><b>Level 3 (5–6 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> evaluation of a suitable primary data collection method (AO3) with a <b>reasonable</b> judgement as to its success as a method of primary data collection (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>An answer at this level demonstrates a <b>reasonable</b> evaluation of a suitable method of primary data collection (AO3) with a <b>basic</b> judgement of its success (AO3).</p> <p>This will be shown by including <b>developed</b> ideas.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> evaluation of a primary data collection method (AO3) with a <b>basic</b> judgement of its success (AO3).</p> <p>This will be shown by including <b>simple</b> ideas.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p>This question will be marked using 3 levels:</p> <p><b>Indicative content</b></p> <p>Evaluation of the success of the selected data collection method, this could include both the positive and negative reflections of this method, allowing the candidate to make a judgement on its success.</p> <p>Examples of <b>well-developed</b> ideas:</p> <p>We measured the velocity of the river at different locations along the river course; we did this five times and took a mean at each location which increased the accuracy of the results, this was important to produce more secure analysis and conclusions. However a limitation is that at times the float used to measure velocity got caught in the stones in the river bed, this meant that human intervention was required and would have affected the final mean. This was an effective method as I was able to compare the velocity at different points along the river which helped my understanding of how the river changes from source to mouth and this helped us to answer our key enquiry questions.</p> <p>Examples of <b>developed</b> ideas:</p> <p>We measured the velocity of the river; we did this five times and took a mean at each location to increase the accuracy of the results. This was an effective method as I was able to compare the velocity at different points along the river which helped answer the overall question. However at times the float used to measure velocity got caught in the stones in the river bed, and this would have affected the final mean which made the results worse.</p> <p>Examples of <b>simple</b> ideas:</p> <p>We floated an orange down the river and timed how long it took. This worked well as we could work out the rivers' speed which helped us answer our enquiry question.</p>

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