

GCSE Geography B
Key Geographical Themes (Foundation Tier)
Specimen Paper

F

B563/01

Duration: 1 hour 45 minutes

Candidates answer on the question paper.
OCR supplied materials: Resource Booklet

Candidate
forename

Candidate
surname

Centre number

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Candidate number

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INSTRUCTIONS TO CANDIDATES

- The Resource Booklet will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question answered in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** questions.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **99**.
- You will be assessed on the quality of written communication in your answer to the following questions: 1(f), 2(f) and 3(f). Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.
- This document consists of **16** pages. Any blank pages are indicated.

Section A
RIVERS AND COASTS

1 Use **Figs 1** and **2** in the Resource Booklet.

(a) (i) Study **Fig. 1**. Identify the **two** water stores in grid 7589.

Store 1

Store 2 **[2]**

(ii) For each store you have identified in **(a)(i)** explain how it will affect the flow of water in Bannock Burn stream.

Store 1

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.....

.....

Store 2

.....

.....

..... **[4]**

(b) The River Forth (shown on **Fig. 1**) flows past the town of Stirling. The river sometimes floods.

Give **three** ways in which flooding may affect the people who live in Stirling.

1.....

.....

2.....

.....

3.....

..... **[3]**

(iii) Why do deposition and erosion take place at the points you have labelled on the cross section of the river?

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.....
..... [2]

(e) Rivers and the sea both carry out processes of erosion.
How can erosion by the sea affect people who live on the coast?

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..... [4]

(f) CASE STUDY: Coastal Management.

- Name an area of coast where the sea is eroding the land.

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- Describe how the land is protected from erosion.

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- Explain how successful these protection methods are.

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[9]

 Spelling, punctuation and grammar

[3]

Section B
NATURAL HAZARDS

2 Use **Figs 4** and **5** in the Resource Booklet.

(a) Study **Fig. 4**, which shows major earthquakes on the San Andreas fault in California, USA (MEDC).

(i) How many major earthquakes were located on the line of the San Andreas Fault?

..... [1]

(ii) What was the magnitude of the Northridge earthquake?

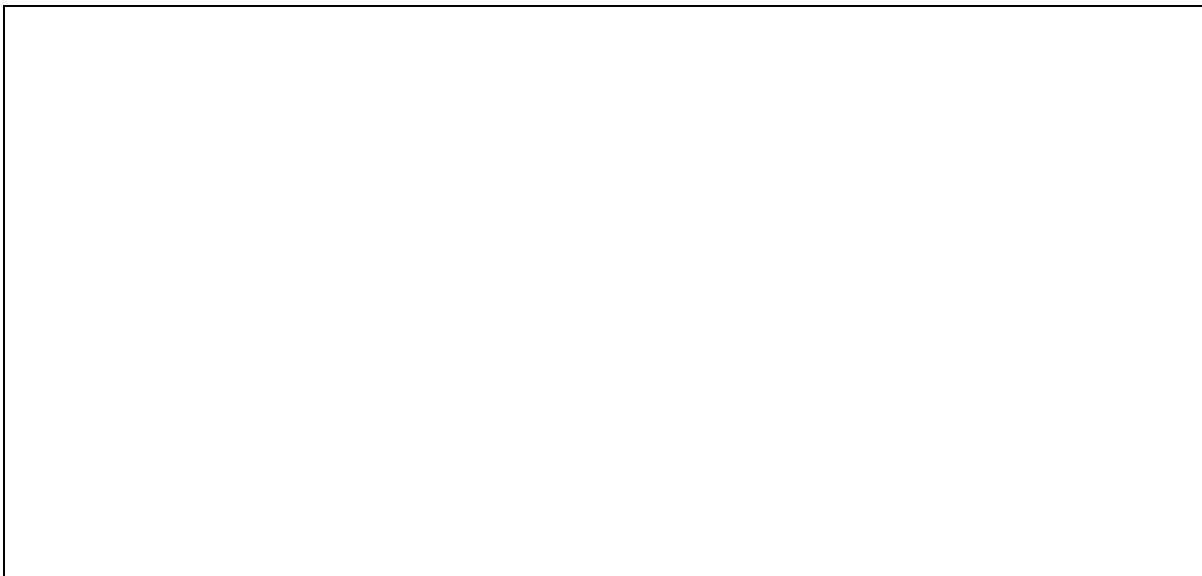
..... [1]

(iii) In which direction is the North American plate moving?

..... [1]

(b) How does the movement of plates cause earthquakes? You may draw a labelled diagram in the box below.

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[4]

(c) Study **Fig. 5**, which shows some survivors of the 1994 Northridge earthquake.

(i) Primary effects of an earthquake are those which occur immediately.

Give **two** primary effects of an earthquake.

- 1.....
- 2..... [2]

(ii) Give **two** ways in which the Northridge earthquake may have affected the people shown in **Fig. 5**.

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-
-
- [2]

(d) Explain why people live in earthquake zones such as California.

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-
-
-
-
- [4]

(e) A tropical storm is another type of natural hazard.

(i) How is a tropical storm caused?

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..... [3]

(ii) Tropical storms occur every year in the southern states of the USA (MEDC). Suggest how people in the southern states of the USA are affected by tropical storms.

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..... [3]

(f) CASE STUDY: Climatic hazard in an LEDC place.

- Name and locate one type of climatic hazard in an LEDC place.

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- Describe the methods used to plan for the hazard.

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- Explain why it might be difficult to make such plans.

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..... **[9]**

 Spelling, punctuation and grammar **[3]**

Section C

ECONOMIC DEVELOPMENT

3 Study **Fig. 6** in the Resource Booklet. It shows the distribution of countries ranked by average income (GDP per person).

(a) (i) In which category are most countries in North America?

..... [1]

(ii) Name the continent in which most countries are in the 'low income' category.

..... [1]

(b) The Brandt Line was first used in 1980 to divide the world into More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs). What might be wrong with using the Brandt Line today?

.....

 [3]

(c) Study the table below which shows development indicators for three countries.

| Development indicator | Cuba | Kenya | Mexico |
|------------------------------|-------------|--------------|---------------|
| Life expectancy (years) | 78 | 63 | 77 |
| Literacy rate % | 99.8 | 85.1 | 86.1 |

(i) What is meant by 'life expectancy'?

.....
 [1]

(ii) Identify the country with the highest life expectancy.

Circle your answer.

Cuba

Kenya

Mexico

[1]

(iii) Suggest **two** reasons why the country you have identified in **(c)(ii)** has the highest life expectancy.

1.....
.....
2.....
..... [2]

(iv) Explain why the literacy rate varies between these countries.

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.....
.....
..... [2]

(v) Give **two** ways that low literacy in LEDCs, like Kenya, may affect people's lives.

1.....
.....
2.....
..... [2]

(d) Name **two** other development indicators.

Explain how each development indicator shows the level of development.

Development indicator 1.....
.....
.....
.....
Development indicator 2.....
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..... [4]

(e) Some MEDC countries provide food aid to LEDCs.

Describe the benefits and problems for LEDCs of receiving food aid.

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..... [4]

(f) CASE STUDY: The location of an economic activity.

- Give the name and location of an economic activity.

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- Describe, with detail, the location factors for your chosen economic activity.

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- Explain why this is a good location for this type of economic activity.

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..... [9]

 Spelling, punctuation and grammar [3]

Paper Total [99]

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

Geography B

J385

B563/01: Key Geographical Themes (Foundation Tier)


Specimen Mark Scheme

The maximum mark for this paper is **99**.

This document consists of **12** printed pages.


| Question | | | Answer | Mark | Guidance |
|----------|-----|------|--|------|--|
| 1 | (a) | (i) | Reservoir Trees (coniferous wood) | [2] | 2 x 1 |
| | | (ii) | Reservoir: Reduces flow (✓) because of: controlled release downstream (dev) controlled water extraction (dev) increased evaporation (dev). Trees: Reduce flow (✓) because of: interception by leaves (dev) roots delaying throughflow (dev) evapotranspiration (dev). | [4] | 2 x 2 1 mark for correct identification of the effect on the flow of each type of store. 1 mark for each valid explanation which must be coherently linked to the effect on the flow identified. |
| | (b) | | Ideas such as: have to leave their homes/homes are flooded traffic disruption/cannot get to work damage to homes/property insurance premiums go up/unable to get insurance loss of playing fields/amenities on flood plain. | [3] | 3 x 1 |
| | (c) | | The effects of river flooding are usually greater in an LEDC than an MEDC because: there is less money available to spend on tackling problems there are less flood protection measures to prevent re-occurrence there is no planning of spillways/washlands water might be contaminated which can lead to the outbreak of disease people in an LEDC suffer long-term health problems after the flood many people are forced to live in crowded flood shelters/tents | [4] | 4 x 1 1 mark for each valid explanation which must be coherently linked to the fact that the effects of flooding are usually greater in an LEDC than in an MEDC. |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|---|
| | | it is difficult to get help to affected areas due to lack of transport links fertile flood plains are more attractive to farmers as a source of livelihood than they would be in an MEDC there is no emergency action plan or personnel/equipment to put plan into action. | | |
| | (d) | (i) | [1] | |
| | | (ii) | [1] | |
| | | (iii) | [2] | 2 x 1 |
| | (e) | Ideas such as: buildings/homes are destroyed people have to move away farm houses destroyed loss of livelihood cannot sell house/low selling price cannot get insurance loss of business/caravan park loss of tourist income. | [4] | 1 mark for each valid idea. 4 x 1 |
| | (f) | CASE STUDY: Coastal Management Indicative content: Coastline may be from any location or at any scale. Coastal protection methods may include hard or soft engineering or managed retreat. Protection could be considered as economic, social or environmental. | [9] | Case study will be marked using 3 levels. 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. <i>Note carefully:</i> <i>Answer consistently meets the criteria for the level - award mark at top of level.</i> <i>Answer meets the criteria but with some inconsistency - award mark at middle of level.</i> <i>Answer just meets the criteria for the level - award mark at bottom of level.</i> |

| Question | Answer | Mark | Guidance |
|---|---|-------------|---|
| | <p>Level 3 [7-9 marks] Demonstrates good knowledge of how the land is protected and good explanation of reasons for the success or failure of the methods.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4-6 marks] Demonstrates sound knowledge of how the land is protected and sound explanation of reasons for the success or failure of the methods. With some detail given for either the methods of protection or reasons for their success or failure.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-3 marks] Demonstrates limited knowledge of how the land is protected and limited explanation of reasons for the success or failure of the methods. With a basic description of the methods or a basic understanding of reasons.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> | | <p>Level 3 Top of level will have detail about how the land is protected and a clear understanding of reasons for the success or failure, with some place specific detail (such as a named place within the coastal area).</p> <p>Detailed response lacking place specific detail = bottom of L3.</p> <p>Level 2 Top of level will have a sound description of how the land is protected and a basic idea about the reasons for success or failure. Will have additional detail for the description or the reasons for success or failure. A named coastal area is needed.</p> <p>Bottom of level will have a basic description of one way the land is protected and a basic idea about a reason for success or failure with no detail or development.</p> <p>Level 1 Top of level will have a named coastal area with a basic idea about description of the methods or basic understanding of the success or failure.</p> <p>Bottom of level will be a named coastal area with no further valid information, or a basic idea about the description of the methods with no named coastal area.</p> |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 11. | SPaG [3] | |


| Question | | | Answer | Mark | Guidance |
|----------|-----|-------|---|------|---|
| 2 | (a) | (i) | Five | [1] | |
| | | (ii) | 6.7 | [1] | |
| | | (iii) | North west | [1] | |
| | (b) | | Process: plates move towards/slide past each other collision/friction build up of pressure release of pressure sudden movement of plates earthquake triggered. | [4] | 4 x 1 Diagram could be a subduction or collision zone or a constructive margin. Diagram could be a block diagram, a cross section or an overhead view, but must make process clear. Credit information in text or on diagram. 1 mark for each valid idea. |
| | (c) | (i) | Buildings collapse. People killed by falling debris. Bridges collapse. Roads/railway lines destroyed. | [2] | 2 x 1 |
| | | (ii) | Ideas such as: loss of homes not safe to return home faced with poor sanitation/hygiene conditions shock/trauma bereavement missing family members unemployment loss of income unable to travel to work/home. | [2] | 2 x 1 |
| | (d) | | People live in earthquake zones such as California because: they get help/support from the government they have always lived there they have friends/family there and are part of a community they have businesses or employment there they cannot afford to relocate and live elsewhere | [4] | 4 x 1 1 mark for each valid explanation which must be coherently linked to why people live in earthquake zones such as California. |

| Question | | Answer | Mark | Guidance |
|----------|------|--|------|---|
| | | there is a perception that severe hazards will not happen (again) and that the area is safe to live in there is confidence in the government/authorities to protect lives and property in the future so there is no need to move away. | | |
| (e) | (i) | Process: hot ocean (above 27°C) warm air rises from sea air cools as it rises water vapour condenses producing heavy rain air spirals around calm eye. | [3] | 3 x 1 |
| | (ii) | Ideas such as: have to leave homes/evacuate people killed flooding properties/homes damage to buildings by strong winds transport disrupted/roads/bridges destroyed drinking water polluted disease from drinking contaminated water loss of gas/electricity services. | [3] | 3 x 1 |
| (f) | | CASE STUDY: Climatic hazard in an LEDC place Indicative content: Climatic hazard must be a drought or tropical storm LEDC place can be a named country, region or settlement. Planning methods can refer to longer term monitoring of the hazard, shorter term preparations for the hazard, or relief plans for the effects of the hazard. Difficulties could focus on financial, political, economic or environmental considerations. | [9] | Case study will be marked using 3 levels 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. <i>Note carefully:</i> <i>Answer consistently meets the criteria for the level - award mark at top of level.</i> <i>Answer meets the criteria but with some inconsistency - award mark at middle of level.</i> |

| Question | Answer | Mark | Guidance |
|---|--|--------------------|---|
| | <p>Level 3 [7-9 marks] Demonstrates good knowledge of the planning methods and good understanding of the difficulties of making such plans.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4-6 marks] Demonstrates sound knowledge of the planning methods and sound understanding of the difficulties of making such plans. With some detail given for either the planning methods or reasons for difficulties.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-3 marks] Demonstrates limited knowledge of the planning methods and limited understanding of reasons for difficulties. With a basic description of the planning methods or a basic understanding of difficulties.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> | | <p><i>Answer just meets the criteria for the level - award mark at bottom of level.</i></p> <p>Level 3 Top of level will have detail about planning methods and a clear understanding of the difficulties of making such plans, with some place specific detail (such as a named place within the LEDC or data about the methods).</p> <p>Detailed response lacking place specific detail = bottom of L3.</p> <p>Level 2 Top of level will have a sound description of planning methods and a basic idea about the difficulties of making such plans. Will have additional detail for the description or the difficulties. A named LEDC place and climatic hazard is needed.</p> <p>Bottom of level will have a basic description of a planning method and a basic idea about a difficulty with no detail or development.</p> <p>Level 1 Top of level will have a named LEDC place, a correct hazard type with a basic idea about a planning method or basic difficulty.</p> <p>Bottom of level will be a named LEDC place or a correct hazard type with no further valid information, or a basic idea about planning with no named example or hazard type.</p> |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 11. | SPaG [3] | |

| Question | | | Answer | Mark | Guidance |
|----------|-----|-------|--|------|---|
| 3 | (a) | (i) | High income | [1] | |
| | | (ii) | Africa | [1] | |
| | (b) | | Only uses income, not accurate for other aspects of development e.g. education, health. Some countries south of line have higher incomes, some countries north of line have lower incomes. Some countries south of line have developed economically since 1980 e.g. Asian NICs. | [3] | 3 x 1 1 mark for each valid idea. Allow 1 mark for an appropriate example of a country, region. |
| | (c) | (i) | Average length of time a person is expected to live. | [1] | |
| | | (ii) | Cuba | [1] | |
| | | (iii) | Ideas such as: better health care/hospitals/medicines clean water supply/better sanitation healthier living conditions reliable food supply/better diet control of disease epidemics/contagious diseases/HIV. | [2] | 2 x 1 |
| | | (iv) | The literacy rate varies between these countries because: of differences in the amount of money available to spend on education there is more access to school/full-time education in Cuba than in Kenya/Mexico children are needed to work more in Kenya/Mexico there is a greater availability of teachers in Cuba of differences in government attitudes to education. | [2] | 2 x 1 1 mark for each valid explanation which must be coherently linked to why the literacy rate varies between these countries. |
| | | (v) | Ideas such as: ability to read/understand contraceptive advice employment opportunities in skilled work/tertiary jobs ability to understand instructions/manuals for equipment (such as water pump). | [2] | 2 x 1 |
| | (d) | | Indicators such as: infant mortality rate (✓) shows post-natal care/living | [4] | 2 x 2 1 mark for naming each development indicator. |




| Question | Answer | Mark | Guidance |
|----------|---|------------|--|
| | <p>conditions (dev) birth rate (✓) shows availability of family planning/knowledge of birth control (dev) calorie intake (✓) shows how healthy people's diets are (dev) employment structure (✓) shows development of manufacturing/service industries (dev).</p> | | <p>1 mark for each valid explanation which must be coherently linked to the development indicator identified.</p> |
| (e) | <p>Benefits: keeps people alive/prevents starvation parents are able to work/look after children less pressure on hospitals/medical services able to treat people most in need prevents large-scale migration from famine-affected areas reduces pressure on receiving area/country.</p> <p>Problems: may not reach those who most need it corruption of officials/theft of food transport/infrastructure difficulties adversely affects local producers cannot sell food if free food is available encourages dependency on aid rely on food aid rather than increase local production.</p> | [4] | <p>1 mark for each valid benefit/problem identified.</p> <p>Question does not specify number of benefits or problems (but does specify both) therefore candidates may be awarded either:</p> <p>2 benefits and 2 problems (2 x 1 + 2 x 1) or 3 benefits and 1 problem (3 x 1 + 1) or 3 problems and 1 benefit (3 x 1 + 1).</p> <p>Maximum 3 marks if only benefits or problems identified.</p> |
| (f) | <p>CASE STUDY: The location of an economic activity.</p> <p>Indicative content: Economic activity may be primary, secondary, tertiary or quaternary.</p> <p>Location factors may include site, transport, raw materials or resources, labour force, markets, power supply or capital.</p> <p>Explanation should focus on how the identified factors benefit the type of economic activity.</p> | [9] | <p>Case study will be marked using 3 levels. 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><i>Note carefully:</i> Answer consistently meets the criteria for the level - award mark at top of level. Answer meets the criteria but with some inconsistency - award mark at middle of level.</p> |

| Question | Answer | Mark | Guidance |
|---|---|--------------------|--|
| | <p>Level 3 [7-9 marks] Demonstrates good knowledge of the location factors appropriate to the economic activity and how these factors benefit the economic activity.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4-6 marks] Demonstrates sound knowledge of the location factors appropriate to the economic activity and how these factors benefit the economic activity. With some detail given for either the location factors or their benefit.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-3 marks] Demonstrates limited knowledge of the location factors appropriate to the economic activity and how these factors benefit the economic activity. With a basic description of the location factors or their benefit.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No evidence submitted or the response does not address the question.</p> | | <p><i>Answer just meets the criteria for the level - award mark at bottom of level.</i></p> <p>Level 3 Top of level will have detail about appropriate location factors and their benefit to the economic activity, with some place specific detail (such as a named place where the economic activity is located).</p> <p>Detailed response lacking place specific detail = bottom of L3.</p> <p>Level 2 Top of level will have a sound description of appropriate location factors and their benefit to the economic activity. Will have additional detail for the description of location factors or their benefit to the economic activity. A named economic activity and location is needed.</p> <p>Bottom of level will have a basic description of an appropriate location factor and a basic idea about its benefit to the economic activity with no detail or development.</p> <p>Level 1 Top of level will have a named economic activity and location with a basic idea about description of a location factor or its benefit to the economic activity</p> <p>Bottom of level will have a named economic activity or location with no further valid information, or a basic idea about description of a location factor with no named location.</p> |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 11. | SPaG [3] | |

Spelling, punctuation and grammar (SPaG) assessment grid

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| <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. |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | AO3 | SPaG | Total |
|--|-----------|-----------|----------|----------|-----------|
| 1(a)(i) | | | 2 | | 2 |
| 1(a)(ii) | | 4 | | | 4 |
| 1(b) | | 3 | | | 3 |
| 1(c) | 4 | | | | 4 |
| 1(d)(i) | | | 1 | | 1 |
| 1(d)(ii) | 1 | | | | 1 |
| 1(d)(iii) | 2 | | | | 2 |
| 1(e) | 2 | 2 | | | 4 |
| 1(f)  | 9 | | | 3 | 12 |
| | | | | | |
| 2(a)(i) | | | 1 | | 1 |
| 2(a)(ii) | | | 1 | | 1 |
| 2(a)(iii) | | | 1 | | 1 |
| 2(b) | 4 | | | | 4 |
| 2(c)(i) | 2 | | | | 2 |
| 2(c)(ii) | | 2 | | | 2 |
| 2(d) | | 4 | | | 4 |
| 2(e)(i) | 3 | | | | 3 |
| 2(e)(ii) | | 3 | | | 3 |
| 2(f)  | 9 | | | 3 | 12 |
| | | | | | |
| 3(a)(i) | | | 1 | | 1 |
| 3(a)(ii) | | | 1 | | 1 |
| 3(b) | | 3 | | | 3 |
| 3(c)(i) | 1 | | | | 1 |
| 3(c)(ii) | | | 1 | | 1 |
| 3(c)(iii) | | 2 | | | 2 |
| 3(c)(iv) | | 2 | | | 2 |
| 3(c)(v) | | 2 | | | 2 |
| 3(d) | 4 | | | | 4 |
| 3(e) | 4 | | | | 4 |
| 3(f)  | 9 | | | 3 | 12 |
| Paper Total | 54 | 27 | 9 | 9 | 99 |