

GCSE

Geography B

Unit **A772/01**: Key Geographical Themes (Foundation Tier)

General Certificate of Secondary Education (Short Course)

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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.
	Unclear
	Used with colour highlighter to show incorrect content for given named case study example
	Use DEV within a case study answer to show creditable detail/development
	Use DEV within a three/four mark answer to show valid detail/development of a basic idea
	Example / reference
	Use J within a case study answer if only one basic valid idea for Level 1
	Annotate end of answer with L1 for overall level.
	Annotate end of answer with L2 for overall level.
	Annotate end of answer with L3 for overall level.
	Not used
	Use PLC to indicate place specific detail for Level 3
	Correct point
	Omission mark
	Not used
	Not used

Subject-specific marking instructions

Question			Answer	Mark	Guidance
1	a	i	Peveril Point	[1]	
		ii	2.5 km	[1]	
		iii	Sand (accept dunes)	[1]	No mark for 'sand & clay' (shown in Fig.1)
	b		Features of a cliff could include: steep/vertical profile cliff can be high can be solid rock/clay/bands of rocks can have cracks, joints, bedding planes can have caves, wave cut notch, arches	[2]	2 x 1 No marks for ideas about cliff erosion No mark for stack or stump
	c	i	Chalk = headland Clay = bay	[2]	2 x 1 1 mark for each correct match
		ii	Areas of chalk have different coastal landforms to areas of clay because: chalk = harder/ Clay = softer ✓ more difficult to erode chalk/less difficult to erode clay/ chalk landforms have more permanence /clay landforms have less permanence ✓ cliff slumping (for clay)✓ chalk can be dissolved by sea water✓ chalk has cracks which are eroded to create landforms ✓	[2]	2 x 1 1 mark for each valid idea avoid double credit for same idea e.g. chalk hard, clay soft comparison is implicit with words like 'harder' or 'softer'
	d	i	Stack	[1]	
		ii	1 mark reserved for idea of stack being the result of erosion 1 mark reserved for arch collapse to create a stack Additional mark for other relevant landforms linked to stages such as cracks and caves or references to erosion processes such as abrasion, hydraulic action	[3]	1+1+1 Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation No credit for stack eroded to become a stump

Question		Answer	Mark	Guidance	
	e	i	Waterfall	[1]	
		ii	1 mark reserved for where erosion takes place/undercutting additional marks for detail about erosion processes such as abrasion, hydraulic action, collapse of overhang/ledge, retreat of waterfall upstream to create a gorge, reference to differential erosion	[3]	1 + 2 x 1 Full marks available for detailed written explanation without diagram or detailed annotated diagram or diagram with explanation No credit for description of a waterfall No credit for mention of word 'erosion' unless linked to explanation
	f		Landforms such as: meander ✓ = bend in a river (dev) v-shaped valley ✓ = steep sloping sides in v shape (dev) gorge ✓ = steep sided valley behind a waterfall (dev) spurs ✓ = valley sides which interlock in a valley (dev) floodplain ✓ = flat area next to river that is liable to flood (dev) river cliffs ✓ = steep sided river bank (dev) point bar ✓/slip off slope ✓ = deposition or gentle slope on the inside bend of a meander (dev) ox bow lake ✓ = U shaped body of water next to river (dev) mouth ✓ = wide part of the river where it meets the sea (or lake) (dev) estuary ✓ = tidal part of river mouth (dev) mudflats ✓ = wetlands that form when mud is deposited by tides (dev) delta ✓ = where river breaks into distributaries/flat area at mouth of river (dev) plunge pool ✓ = pool formed at the base of a waterfall (dev) levees ✓ = raised banks on the side of the river (dev) confluence ✓ = where two or more rivers meet (dev) valley ✓ = a depression that is longer than it is wide (dev)	[4]	2 x 2 1 mark for valid river landform 2nd mark for correct description (use dev) Two valid river landforms described needed for full marks

Question	Answer	Mark	Guidance
g	<p>Case Study: a place where a river flood has affected people</p> <p>Indicative content: <i>Named place can be a river, river valley, drainage basin, settlement, region, only accept Bangladesh/Mozambique as a valid country.</i></p> <p><i>Effects could include: deaths, homelessness, damage to property, destruction of infrastructure, economic destruction, distress</i></p> <p><i>Causes could include reference to precipitation, drainage basin factors such as relief, network, soil, rock type and/or human factors such as floodplain development, canalisation, failure of/lack of flood protection methods.</i></p> <p><i>Place specific detail could include additional named places affected by flooding, named river/tributaries, credible effects data, credible causes detail such precipitation data, catchment size, rock types</i></p> <p><i>No credit for specific references to coastal flooding such as a tropical storm surge</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of the effects of river flooding for a specific place and causes of the flood.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of a river flooding example. With valid detail for either the effects of flooding or the causes of the flood.</p>	[9]	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific details at Level 3</p> <p>Level 3 Top of level will have detail about the effects of river flooding and detail about a cause or range of causes of the flood, with place specific details. (such as credible data or named places linked to the example given)</p> <p>Detailed response lacking any place specific details = bottom of L3</p> <p>Level 2 Top of level will have a description of an effect of river flooding and a valid cause of the flood. Will have additional detail for either the effects of flooding or an explanation of the cause, or additional causes.</p> <p>Bottom of level will have a basic description of an effect of river flooding and a basic cause of flood idea or ... Detail about effects of flooding with no valid causes ideas or Detail about causes with no valid effects ideas Valid named example needed</p>

Question		Answer	Mark	Guidance
		<p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of river flooding with a basic idea about either an effect of river flooding or a cause of the flood.</p> <p>0 marks No evidence submitted or the response does not address the question.</p>		<p>Level 1 Top of level will have a valid named place with a basic idea about an effect of river flooding or a basic cause of flood idea</p> <p>Bottom of level will have one basic valid idea only; place where river flooded or a river flood effect or a cause of river flooding</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15	SPaG [3]	
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2	a	<p>1 mark for each valid idea such as: sugar beet is grown here (or similar) lots of sugar beet (7 tonnes) needed to make sugar(1 tonne) reduced/lower transport costs</p>	[2]	<p>2 x 1</p> <p>data not required</p>
	b	i Secondary	[1]	
		ii 1 mark for a valid feature visible in Fig.6 such as large factory buildings; storage buildings; chimneys; smoke/steam; lorry park; large car parks covers large area of land; main roads/road network ponds/reservoir	[1]	No credit for roads, lorries/trucks
		iii A143 or A134	[1]	

Question		Answer	Mark	Guidance
	c	<p>Valid reasons could include:</p> <p>Land is flat ✓ easy to build (dev)</p> <p>transport routes, roads ✓ for inputs and outputs (dev) (accept rail link)</p> <p>edge of settlement ✓ so supply of workers/somewhere for workers to live (dev) space to build factory(dev)</p> <p>cheaper land to keep costs low (dev)</p> <p>near river ✓ for water supply for processing/cooling (dev)</p> <p>north east edge ✓ so pollution carried by prevailing winds (dev)</p> <p>nearby farms ✓ could supply sugar beet (dev)</p> <p>in sugar beet growing area ✓ reduced transport costs (dev) (from Fig. 6 not Fig. 7 or 8)</p>	[4]	<p>2 x 2 or 1 x 3 + 1</p> <p>1 mark for a valid reason for location</p> <p>2nd mark if explained/developed/OS map evidence (dev)</p> <p>Maximum of 3 marks for one developed explanation</p> <p>Two valid reasons needed for full marks</p>
	d	<p>mining/farming/fishing/forestry ✓</p> <p>manufacturing industries/factories ✓</p> <p>tourism ✓ transport ✓</p> <p>credit for other tertiary activities such as shopping, recreation, sport, offices, services</p> <p>damage to physical environment could include:</p> <p>pollution of air (dev), water (dev), soil (dev), damage to natural landscape/vegetation (dev)</p> <p>negative impact on landscapes/eyesores (dev), ecosystems/habitats (dev), wildlife (dev)</p> <p>credit local scale ideas and damage linked to global climate change (dev)</p>	[4]	<p>1 x 4</p> <p>1st mark for a valid example of an economic activity (a named example is not needed)</p> <p>3 further marks for valid ideas about damage to physical environment (use dev)</p> <p>Ideas must be coherently linked to example given</p> <p>no credit for environmental damage ideas without a valid economic activity</p> <p>no credit for ideas linked to people's quality of life</p> <p>no credit for pollution unless specified</p>
	e			
	i	Increased	[1]	
	ii	Increased income per person leading to increased life	[3]	3 x 1

Question	Answer	Mark	Guidance
	<p>expectancy ideas could include: increased agricultural productivity ✓ people are able to have improved diets ✓ can afford health care and medications ✓ have improved home environments ✓ use of labour saving devices ✓</p> <p>(increased tax revenues from income mean) the government can invest in: clean drinking water ✓ better sanitation ✓ hospitals/clinics/doctors ✓ immunization of infants ✓</p> <p>1 mark only for simple statement about improved quality of life (or similar)</p>		<p>1 mark for each valid idea, which must be coherently linked to why increased income per person leads to increased life expectancy (use dev for additional detail/development of a basic idea)</p>
f	<p>Measures could include: birth rate ✓ = number of live births per 1000 in the population per year death rate ✓ = number of people who die in a year for every 1000 in the population per year (dev) infant mortality (rate) ✓ = number of babies that die before the age of 1, per 1000 live births (dev) adult literacy (rate) ✓ = percentage of adults with who have basic reading skills (dev) children in primary school ✓ = percentage of children who complete primary school (dev) access to clean water ✓ = percentage of population who have access to safe water supply (dev) people per doctor ✓ = average number of people per doctor (dev) car ownership ✓ = average number of cars per household (dev) internet access ✓ = percentage of people who can access the internet (dev)</p>	[4]	<p>2 x 2</p> <p>1 mark for valid measure 2nd mark for meaning/definition/what is measured (use dev)</p> <p>Two valid measures needed for full marks</p> <p>Correct terms and a valid definition idea needed for birth rate, death rate and infant mortality rate (accept infant mortality)</p> <p>No credit for life expectancy or income per person (or similar)</p>

Question	Answer	Mark	Guidance
g	<p>credit human development index ✓ = composite index (dev)</p> <p>Case Study: a multinational company (MNC) in a named country</p> <p>Indicative content <i>Named country can be an LEDC or an MEDC, named MNC must operate in more than one country MNC must operate in named country If more than one country is given, mark and credit the higher level response</i></p> <p><i>Location reasons must be linked to named country and for an LEDC could include cheap labour costs, cheap resources, lack of pollution controls, worker's rights, access to developing markets for an LEDC For an MEDC could include access to markets, overcome trade tariffs, specialist/skilled labour/financial services, MNC headquarters Effects must be linked to named country and could be positive and/or negative and could include impact on labour market, workers' rights, development of national economy, multiplier effect, reducer effect, pollution, depletion of resources Place specific detail could include named places within chosen country, information linked to chosen MNC such as products, data linked to MNC such as number of factories/workers</i></p> <p><i>No credit for a named country only</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of an MNC example's location factors and its effects for a specific country.</p>	[9]	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Top of level will have a detailed explanation of location factor(s) for an MNC and a detailed description of some effects on the country in which the MNC is located, with place specific detail (such as named places, data linked to the MNC)</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Top of level will have a valid location factor idea for the MNC and a description of one effect within the named country. Will have additional detail about the location factor(s) or the effects(s) of the MNC within the named country.</p> <p>Bottom of level will have a valid location factor and a description of one effect of the MNC in a named country or ... Detail about the location factor(s) with no valid effects or ... Detail about the effects with no valid location factor Valid named MNC and country needed.</p>

Question	Answer	Mark	Guidance
	<p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of an MNC example with valid detail for either the location factors or the effects for a specific country.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of an MNC example with a basic idea about a location factor or an effect for a named country.</p> <p>0 marks No evidence submitted or the response does not address the question</p>		<p>Level 1 Top of level will have a valid named MNC and country with a basic location factor idea or an effect of the MNC</p> <p>Bottom of level will have one basic valid idea only; a valid named MNC or an MNC location factor or an effect of an MNC in a country</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15	SPaG [3]	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. 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:
- i. 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.
 - ii. 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.
 - iii. 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
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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